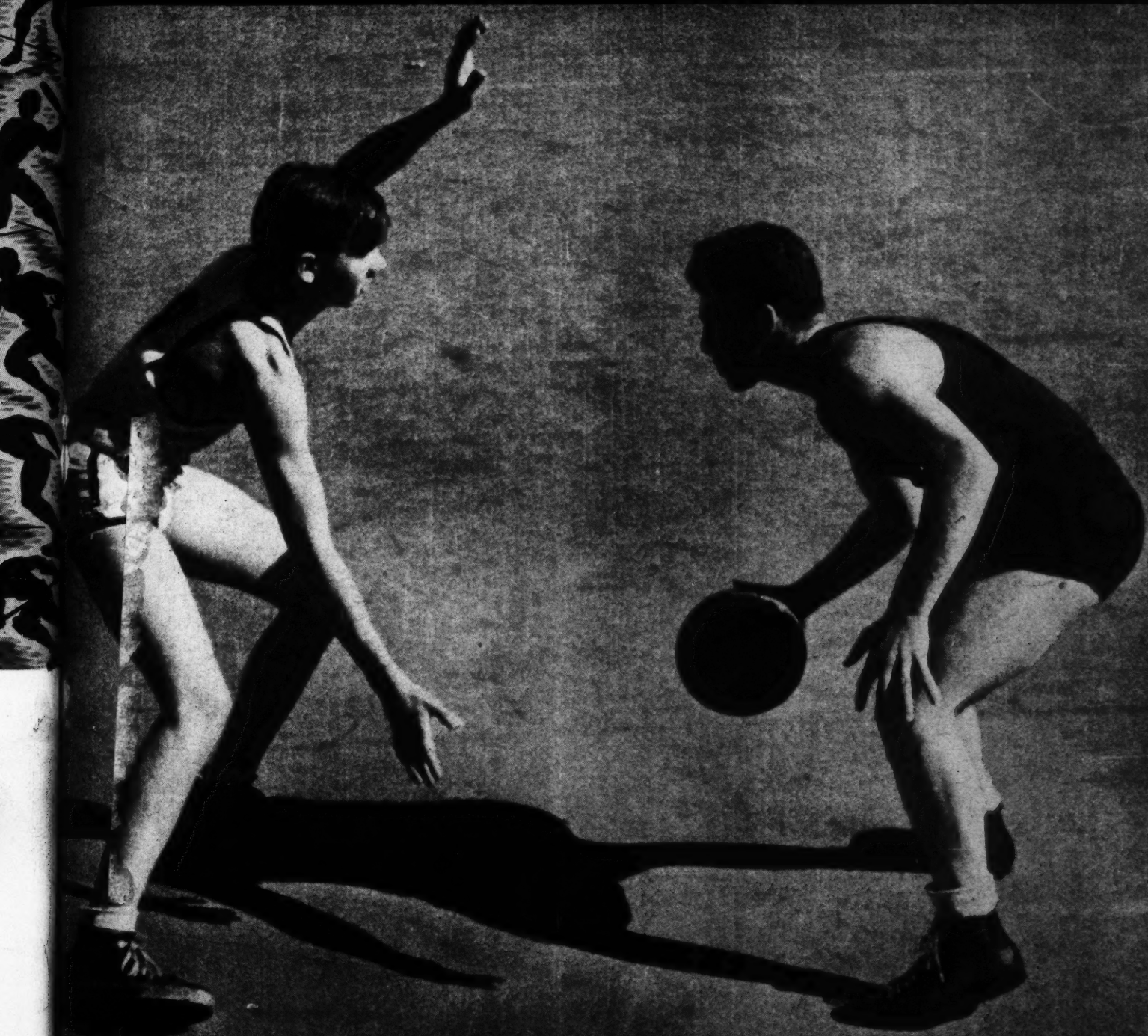
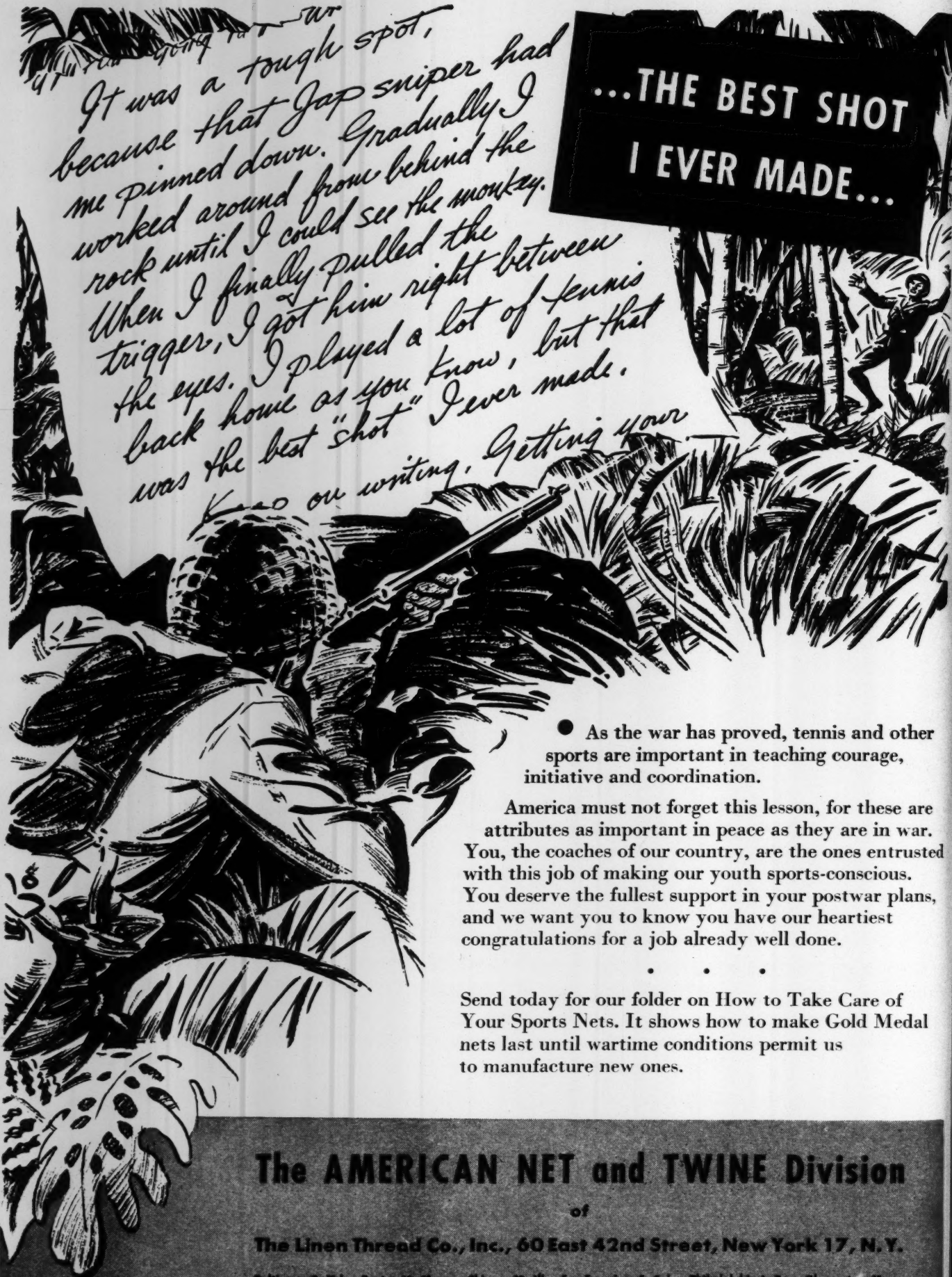


SCHOLASTIC COACH





It was a tough spot,
because that Jap sniper had
me pinned down. Gradually I
worked around from behind the
rock until I could see the monkey.
When I finally pulled the
trigger, I got him right between
the eyes. I played a lot of tennis
back home as you know, but that
was the best "shot" I ever made.

...THE BEST SHOT
I EVER MADE...

Keep on writing. Getting your

● As the war has proved, tennis and other sports are important in teaching courage, initiative and coordination.

America must not forget this lesson, for these are attributes as important in peace as they are in war. You, the coaches of our country, are the ones entrusted with this job of making our youth sports-conscious. You deserve the fullest support in your postwar plans, and we want you to know you have our heartiest congratulations for a job already well done.

Send today for our folder on How to Take Care of Your Sports Nets. It shows how to make Gold Medal nets last until wartime conditions permit us to manufacture new ones.

The AMERICAN NET and TWINE Division

of

The Linen Thread Co., Inc., 60 East 42nd Street, New York 17, N. Y.

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SPALDING SETS THE PACE FOR YOUTH!

Here's play-by-play description of how Spalding sets the pace in sports, and gives strong support to coaches everywhere in furthering the cause of clean play—only a part of Spalding's continuous program of selling American youth on *all* sports!

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HERE'S BABE RUTH! This radio program featuring the Babe in person, has caught the fancy of millions of young folks from coast to coast. Broadcast every Saturday morning over the entire NBC network. Free Sports Show Books, membership certificates in Babe Ruth's Baseball Club, and the Spalding Baseball Contest, all make for keener young sports enthusiasts.

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of the semi-finals and finals of the National Tennis Championships. Spalding again set a record—a broadcasting record, this time—by putting the National Championships on the air two hours each day for the two final days of play... coast to coast.



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FREE! to High School Coaches

"HOW TO PLAY WINNING BASKETBALL"

by
Adolph Rupp

Head Basketball Coach
at the University
of Kentucky

The Quaker Oats Company through the cooperation of Adolph Rupp is making this booklet available to High School Coaches. The subject matter is so pertinent and so well presented you'll want to give a copy to every member of your basketball team. Written by a man whose name is a household word in the field of shots and passes, it is a storehouse of easily accessible, practical information on the fundamentals of basketball. We will gladly send you sufficient copies to meet your requirements.



Recommend the hot oatmeal breakfast as an aid to better national nutrition.

THE QUAKER OATS COMPANY
BOX 1083, Chicago, Illinois

Please send me.....copies of "How To Play Winning Basketball" by Adolph Rupp.

Name.....

School..... Enrollment.....

Street..... City..... State.....

SCHOLASTIC COACH

Reg. U. S. Pat. Off.

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By Hazel M. Watrous

Editor: OWEN REED
Assistant Editor: H. L. MASIN

SCHOLASTIC COACH is issued monthly ten times during the academic year (September through June) by Scholastic Corporation, M. R. Robinson, president. Publishers of *Scholastic*, the American High School Weekly; issued in two editions, one for students and one for teachers.

Address all editorial and advertising communications, and all correspondence concerning subscriptions and circulation to SCHOLASTIC COACH, 220 East 42nd Street, New York 17, N. Y.

G. Herbert McCracken, publisher.

Subscription for the United States and Canada, \$1.50 a year. Foreign \$2. Back issues: 25 cents, current volume; 50 cents, previous volumes.

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9,502,000
in the
ARMED
SERVICE

THREATENING AMERICA'S FUTURE

3,623,000
UNFIT FOR
ACTIVE
MILITARY
SERVICES

7 here are 9,502,000 young men in the armed forces.* Compared to this group are 3,623,000 4-F's who have been examined and declared unfit for military service—38% of 13,125,000 youths, 18 to 38, who are unable to assume the duties and responsibilities every American should share.

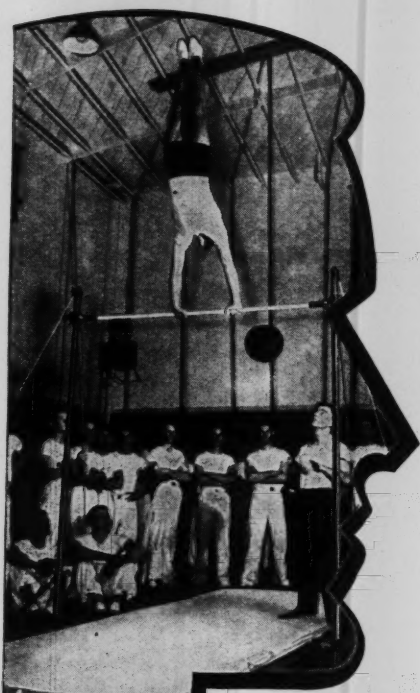
These figures disclose a startling indictment of the smug indifference which has permitted this degeneracy to weaken the physical fibre of America. The immediate obligation and tremendous task of those responsible for the mental, moral and physical development of our young men is clear.

Rawlings pledges its fullest cooperation in every effort to improve the clear thinking, clean living and physical fitness of the youth in whom the future greatness of this nation lies.

*From "Selective Service", March, 1944, Vol. IV, No. 3.



MANUFACTURING CO.
ST. LOUIS • MISSOURI



POST-WAR STRENGTH FOR AMERICAN YOUTH

Official Navy Photographs



Medart physical fitness equipment will help build the post-war strength of American Youth. Improved athletic apparatus of every kind . . . designed with Medart's consistent, high-quality standards, planned today for the needs of tomorrow. Ask Medart's consulting experts to study your requirements and make recommendations . . . to help you achieve correct, economical installations of gymnasium equipment. Meanwhile, purchase of the following types of equipment is now authorized by the War Production Board for schools and colleges:

- ★ Climbing Poles
- ★ Climbing Ropes
- ★ Parallel Bars
- ★ Horizontal Bars
- ★ Stall Bars

- ★ Flying and Traveling Rings
- ★ Horizontal Ladders
- ★ Basketball Goals
- ★ Volley Ball Standards
- ★ Vaulting Boxes
- ★ Indian Clubs and Dumbbells (wood)

- ★ Springboards
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- ★ Stall Bar Benches
- ★ Maple Wands

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TRAINING SUGGESTIONS FOR INSTRUCTORS

Free booklet on "Physical Training," practical suggestions for the instructor by Charles E. Miller, B. Sc., A. M. Gym Coach, University of Nebraska. 72-page book explaining correct uses of gym equipment.

Here
Below

Living war memorials

OUR thoughts these days dwell constantly on the millions of boys who are fighting our battle "over there" and everywhere. In our small—painfully small—way, we try to do our bit. We buy war bonds, send Christmas packages, write letters, participate in volunteer war work. All with a profound humility. For we know we can never do enough.

From this humility and consciousness of sacrifice, we begin thinking of appropriate ways to commemorate their valor. The first thought that comes to mind is a war monument—a big, brave slab of concrete or bronze that will stand forever, reminding future generations of the Americans who, in 1941-45, died in the cause of freedom.

The thought is entirely noble. But can the spirit that makes men fight and die for freedom be suitably memorialized by piles of stone or images of metal? We think not. We all know their eventual fate. Time and the elements pock-mark their trim lines and they live out their lives as comfort stations for stray pigeons.

No. If life, liberty and the pursuit of happiness are the ideals at stake

in this war, then *these* should be manifested in the memorials we create.

WHICH brings us to the American Commission for Living War Memorials. This Commission was authorized by the President to promote the idea of *living memorials*—projects that would help promote the future health of the nation. The President meant athletic fields, swimming pools, school facilities and parks.

The Commission has been extremely successful to date. The idea of living memorials has taken root in a great many sections, and already over 250 different projects are being organized in 40 states.

The Commission does not advise on any specific local project. It does not provide architectural plans or funds for community memorials. It *does* make available for reference a collection of practical and successful community and school projects now in operation over the country. And it *does* contact and cooperate with national organizations interested in the program, such as the national chambers of commerce and the American Legion.

One phase of the Commission's work that has not yet been well organized is in connection with the high schools. The Commission knows our secondary schools offer the most important single training ground for boys and girls. And it knows our school athletic facilities are not nearly as good as they should be.

Here, then, is a likely area for living memorials. For the school plant, where properly organized, serves the recreational needs of both the students and the community.

WHAT can you, as a school man, do to participate in this program? An idea may be gleaned from the recent living memorial drive in Pontiac, Mich. The story is simply, tersely and succulently told in this letter from Mr. F. J. Du Frain, assistant superintendent and treasurer of the Board of Education:

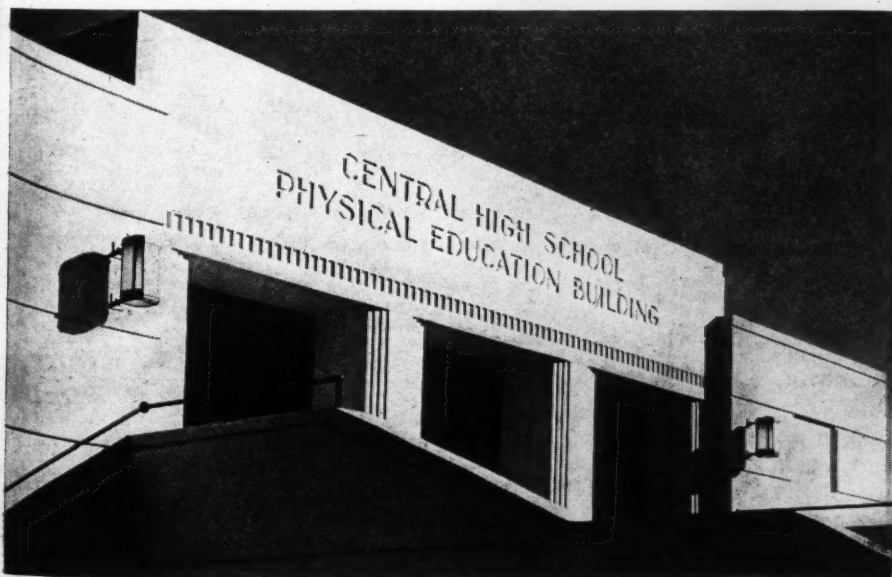
The Wisner Memorial Stadium is a memorial to the men and women of Pontiac who served their country in World War II. After the war, the names of the Pontiac dead will be engraved on bronze memorial plaques on the stadium. The stadium is not a memorial to the high school students only, but to all the city's servicemen.

The drive was started by the parents of some of last year's football team. The Board of Commerce assumed the leadership and the Manufacturers Association donated \$20,000. A few merchants contributed \$1,000 each, and all other donations ranged from the pennies of the children to the larger sums from interested citizens.

We have received \$58,000 in public subscriptions. To date we have had two games with capacity crowds. A little extra was charged for the first game to add to the stadium fund, so that \$6,000 was cleared from that game. This sum is included in the \$58,000.

The parochial schools, who use the field for Sunday football, helped collect funds for it, turning in over \$2,000.

SOME of you may already be on living memorial committees. If you belong to such an organization or if you know of one in your com-



munity, study your school plant. See where it can be improved or extended. Many plants can use a new field house or locker room. Nearly all have room for a few bowling alleys or a swimming pool, while a few extra outdoor tennis courts and softball diamonds are always a great help.

These are fine memorial ideas to broach to your committee. Remember, however, to think in terms of installations that will benefit the whole community, that everybody will be able to use for recreational purposes.

If your community has no committee, you can aid in organizing one. Talk it over with your principal or superintendent. Get his approval and, perhaps, assistance in taking your ideas to community officers.

IN forming a committee, appoint a chairman and an executive officer, as well as sub-committees to deal with the type of project, site, finances and publicity.

Enlist the support of existing community agencies: Architectural groups, key personnel of civic organizations and clubs, the press, radio, movies, public meetings, the entire citizenry of your community—it must be *their* program.

Encourage complete participation in the program, such as: Gifts of properties and lands, public subscriptions, reservation of areas for future use, condemnation of slum areas and blighted properties, bond issues, sports events to arouse interest, and neighborhoods to honor their heroes. Neighborhoods may be only a few homes, several blocks, small communities, or sub-divisions of metropolitan areas.

RIGHT now, the American Commission for Living War Memorials has no real data on the facility situation in the high schools. To help secure this information, so that a functional memorial plan can embrace these vital areas, *Scholastic Coach* has volunteered to circulate the accompanying questionnaire.

We hope our readers will go along with us on this. Here's a chance for all of us to render a valuable service. Remember, physical fitness facilities are permanent investments in the fitness of American youth.

Please fill in the questionnaire, tear out the page and mail it to us. If you use the master coupon on pages 47 and 48, send it along with the questionnaire. Thank you.

LIVING WAR MEMORIAL SCHOOL AND COMMUNITY ATHLETIC FACILITIES SURVEY

If your school could obtain much needed athletic and recreational facilities, do you believe they would be made available to the people of your community _____.

List the athletic facilities your school now has, such as: gym, stadium, grandstands, floodlights, public address system, athletic fields (football, baseball, track, etc.), shower and locker rooms, swimming pool, tennis courts.

FACILITY	ADEQUATE	INADEQUATE
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		
7. _____		
8. _____		
9. _____		
10. _____		

List the facilities your school and community needs to provide modern athletic and recreational facilities for both school and community.

1. _____
2. _____
3. _____
4. _____
5. _____

What is your opinion, and that of your associates, regarding the idea of building postwar athletic and recreational facilities as memorials to the men and women who served their country in this war _____

Would you be interested in having "Scholastic Coach" publish the latest ideas and plans on athletic facilities which could serve as war memorials _____

Name _____ Position _____
 School _____ Enrollment _____
 Address _____
 City _____ State _____

Please mail to

OWEN REED, Editor, Scholastic Coach, 220 E. 42 St., New York 17, N.Y.

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Goal to go!

When it's time out where they're digging in, chances are they're playing football. Chances are too, that the ball that's taking a beating in the arctic cold or the tropic heat, is equipped with a KANTLEEK* bladder.

It holds air longer because it's made of a remarkable new synthetic that's firmer-grained, less porous than natural rubber. KANTLEEK* bladders have KANTLEEK* patented valves (no metal or mechanical parts) another exclusive feature. In war as well as peace, KANTLEEK* bladders are on the job!

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RUBBER

FINE RUBBER GOODS



Fighting Words



Free speech! Free enterprise! The democratic way! These are fighting words. Why?

Because they picture prizes of freedom worth fighting for—worth *life itself*.

America was carved out of a vast, forbidding, uncharted wilderness by rugged men in whose freedom-loving hearts the promise of these fighting words stimulated sublime initiative, courage and self-sacrifice.

They dared and defied a new, unknown land—savage natives—hot summers, and frigid winters—

hunger, cold, disease. With only their inspired initiative, sinewy hands, fighting hearts and native ingenuity—they made homes for their families in democratic freedom.

★ ★ ★

Nowhere is the spirit of initiative, free enterprise, and the democratic way of life taught so effectively as on the playfields of America—where our youth grow up in *true* democracy.



In these rugged competitive sports our future leaders, in industry, science, agri-

culture, government, develop not only their physical powers but a love of freedom that will never be undermined from within or without, *if they can help it*.

As they fight for a crucial victory on the gridiron—they will fight any attempt by *anyone* to restrict the rights and freedoms their forefathers gave their lives to create and perpetuate.

Wilson Sporting Goods Co. and Wilson Athletic Goods Mfg. Co., Inc., Chicago, New York and other leading cities.

Wilson
SPORTS EQUIPMENT



IT'S WILSON
TODAY IN
SPORTS EQUIPMENT

GIVE THEM ENOUGH ROPE!

By Eugene Wettstone

As gymnastic coach at Pennsylvania State College, the writer has conducted numerous studies related to rope climbing and has had a marked influence on the growth of this activity in the Pennsylvania interscholastic physical education and athletic programs. His successful coaching has produced the last five national A.A.U. rope-climbing champions, including two world record-holders.

GIVE a high school boy enough rope—and he will have himself a wonderful time. He will also develop strength and power, and will find the skill invaluable in extricating himself from emergency situations requiring climbing.

The war-time physical fitness program has renewed the emphasis on gymnastics and body-building exercises. In army camps and particularly in naval stations and pre-flight schools, the need for shoulder-arm development and climbing skills is acute. As in the case of learning to swim, run and jump, it has as an objective the preservation of life.

Past experience has proved that inability to climb a rope has resulted in painful or permanent disability and even death. If your gym boasts no ropes, purchase one or more as soon as possible and get a booming start on the post-war program.

Type of rope

The type of rope used has a definite relationship to the speed of learning and development of interest. If the rope is large, stiff and difficult to manipulate, interest will go AWOL.

Purchase the three-strand manila type rope, one-and-a-half inches in diameter. This is preferred to the four-strand rope, one-and-three-fourths inches in diameter. The three-strand is more pliable and its larger grooves allow for a better grip.

Get it with the iron shackle attachment at the top and long enough so that it will just touch the floor. Keep it free from knots.

Old ropes are valuable, so hang on to these antiques. If you have an old, frayed rope that needs replacing, buy only the rope and transfer your old iron shackle to it. Bind the bottom with waxed cord to prevent fraying.

Rope that is aged and has been seasoned so that it hangs lifeless will make for easier climbing. New

rope may be stretched by attaching a heavy weight to the bottom for a few days. To prevent slipping, get in a supply of magnesium carbonate or chalk for the hands.

Free-style climbing

"Free Style" is climbing with short arm pulls using the legs in a free kicking motion away from the rope. This type of climbing should be encouraged as it helps develop arm and shoulder muscles faster than climbing with help from the legs.

In a test administered to over 5,000 Penn State freshmen, in which the students were asked to climb 20 feet from a standing start, the lack of arm and shoulder power was apparent. Only 18 percent of the freshmen were able to scale the distance in 15 seconds or less, with 7 percent doing it in 10 seconds or less. Fifty-two percent climbed to the half-way mark, while better than 25 percent could not lift their bodies off the floor, due either to overweight or poor physical condition.

Here are some helpful hints in teaching hand-over-hand climbing:

1. Reach with arm slightly flexed and pull with short arm strokes.

2. Dr. C. H. McCloy, of the University of Iowa, says: "Mechanically speaking, the important thing in rope climbing is to keep moving, that is, don't pause between arm pulls. Rope climbing is a matter of strength, strength per pound of weight and this means pull-up strength."

3. Lt. Thomas Maloney, coach of the United States Military Academy, claims: "There doesn't seem to be any accepted form in rope climbing. Army men climb differently from Navy men, and to me the important thing is time and not form."

4. From a visual-aid study, it appears that one feature all good rope climbers have in common is that the leg and arm on the same side work together. When the right hand reaches up, the right knee and leg are lifted (Figure 1A), and as the right hand begins to pull, the right leg kicks outward and down. About this time, the left hand begins to reach as the left knee is raised (Figure 1B).

5. In kicking downward avoid dropping the leg full length; this

A fully illustrated syllabus on rope climbing, by the coach of the last five national champions

means a delay in time as the leg makes the long return. The kick should be more outward and slightly downward, with a limited amount of free action at the hips but more at the knee.

Use of legs (foot-holds)

This is the easier form of rope climbing, as the proper use of legs and feet releases the arms from most of the work. In warfare training, at camps and particularly at the navy pre-flight schools, the use of legs and foot-holds is of paramount importance. Leg holds are as follows:

1. Crossing the legs so that the rope is clamped against the sides of each foot (Figure 2).

2. Circling one leg one complete rotation so that the rope passes across the instep of the foot. The free foot steps on the rope, clamping it against the instep of the opposite foot (Figure 3).

3. Same as number two except that the free leg clamps the rope under the opposite foot, to assume a standing position on rope (Figure 4).

In climbing with any of the three leg-holds, while holding with arms, flex knees, make fast with foot clamp, and straighten legs while reaching above with hands (Figure 5).

Descend rope with hand-under-hand climbing. Caution against hand burns caused by sliding down without release of hands. The use of the feet will again relieve the arms and slow the downward motion. The feet can be used in the following manner:

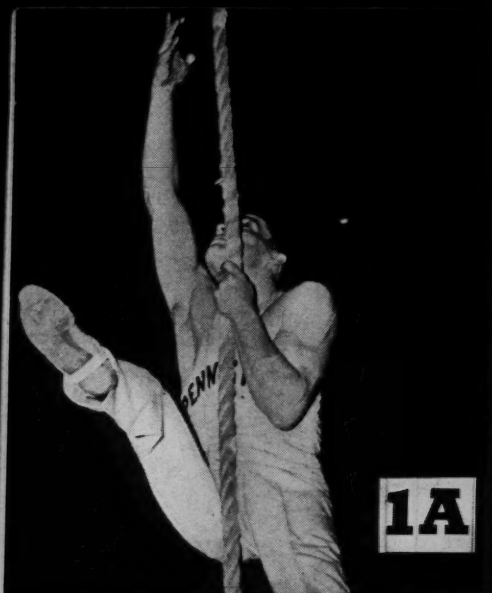
1. Have rope pass between arches of both feet.

2. Have rope pass between crossed feet.

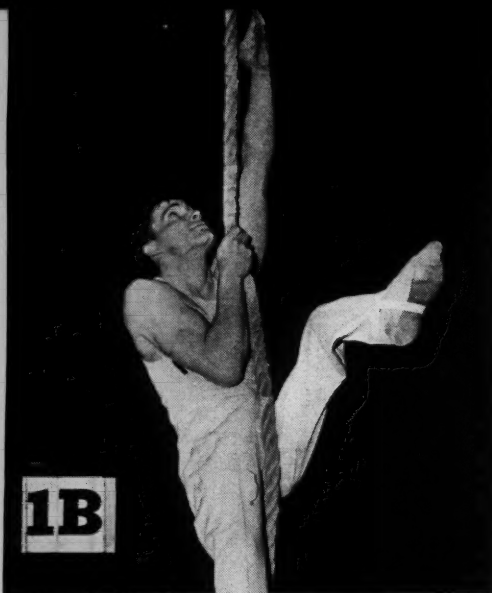
3. Have rope pass down side of body with rope under near foot and over instep of far foot.

Rope acrobatics

Inverted Hang: With hands grasping rope above head, swing legs up into inverted hang (Figure 6a); cross legs, clamp feet firmly together, then grasp rope below with either hand, holding rope above with opposite hand (Figure 6b); pass rope under armpit and across



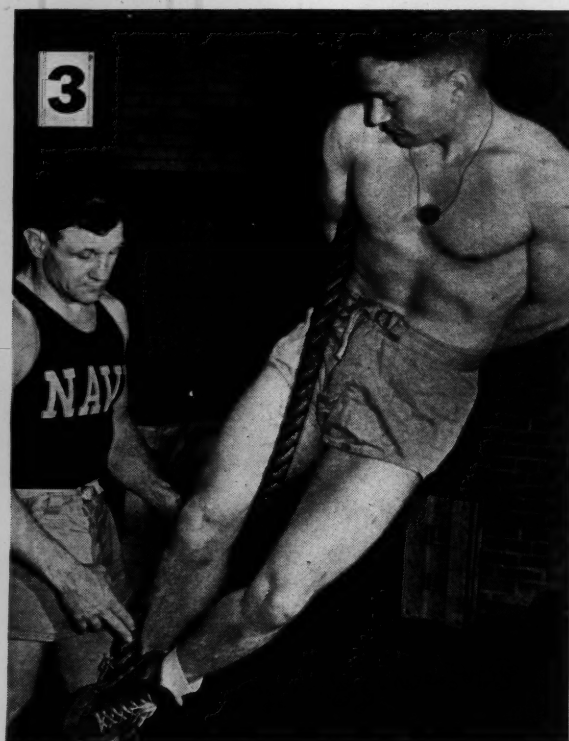
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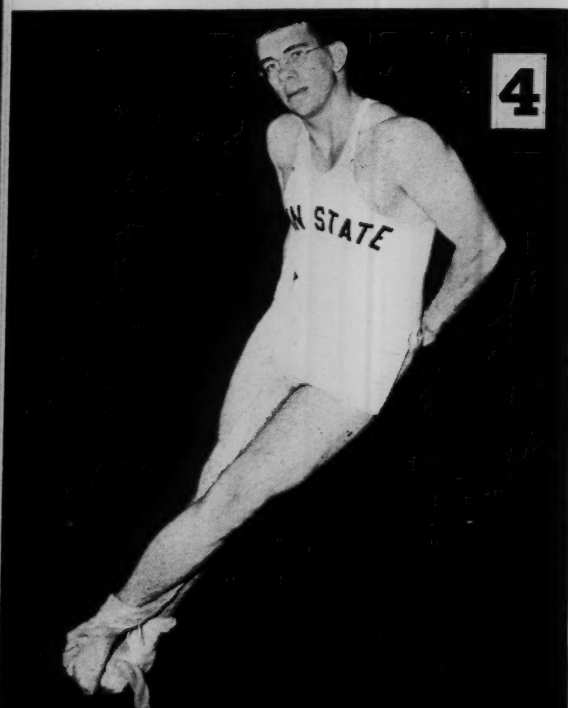
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chest (Figure 6c); fold arms in back completing "hold fast and rest" (Figure 6d).

Horizontal Lever: This skill is easy to learn. With hands wide apart, swing bent legs up and between arms and in front of rope so it passes across back; rest most of body weight on lower hand and arch body to horizontal position (Figure 7).

Free Lever or Flag: This stunt (Figure 8) requires a considerable amount of strength and skill. The true horizontal position can be accomplished only if the rope is anchored below by a fellow climber. If it is not anchored, the flag is possible but only in a semi-horizontal form.

Vertical Hang Away from Rope: Here is the correct position (Figure 9) to assume if one wishes to jump without rope interference during fall. The top arm supports the body weight while the bottom arm forces the body and rope away from each other. Both hands release simultaneously on jump.

Rope Seat: The climber gathers enough rope from underneath (Figure 10a) to prepare for tie above. He completes the chair seat with a loop knot (Figure 10b).

Rope climbing is a good bet for physical education demonstrations. With a little originality, an entire performance can be built around one or more ropes hung three feet apart for doubles climbing. Many additional skills and pyramids are possible with several ropes; and with proper costumes, lighting and musical arrangements, you can give the spectators a thrill and an idea of how versatile a rope can be.

Ropes should look inviting. Hang them neatly in a clean, light corner of the gym or at some spot where they will not interfere with other activities. Keep a bench close by and chalk in a receptacle.

A neat bulletin board with a few photographs demonstrating the skills will produce a greater incentive to work. Such a bulletin board should also include a progressive list of skills and records of competitive free-style climbs against time. Moving pictures of rope climbers obtained from colleges or the A.A.U. office are also excellent motivators.

A pan or tambourine (Figure 11) 18 inches in diameter with a center hole for the rope to pass through can be suspended at some convenient height, 18 or 20 feet, to represent an achievement or goal for boys to touch. For climbing against time the pan may be coated with lam black before the contest to signify a true touch.

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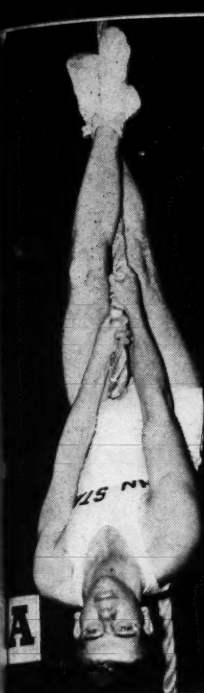
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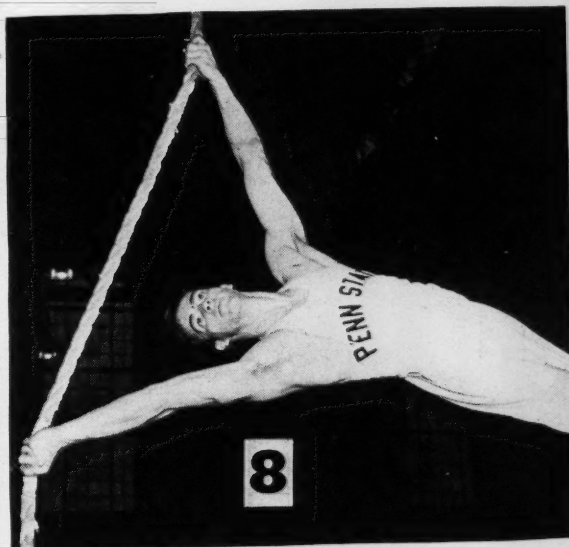
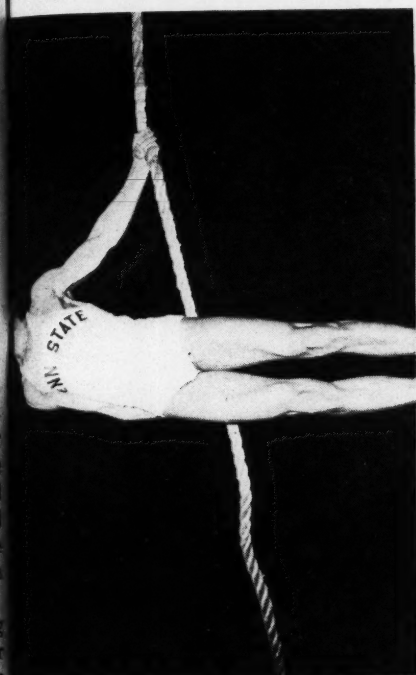
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6C



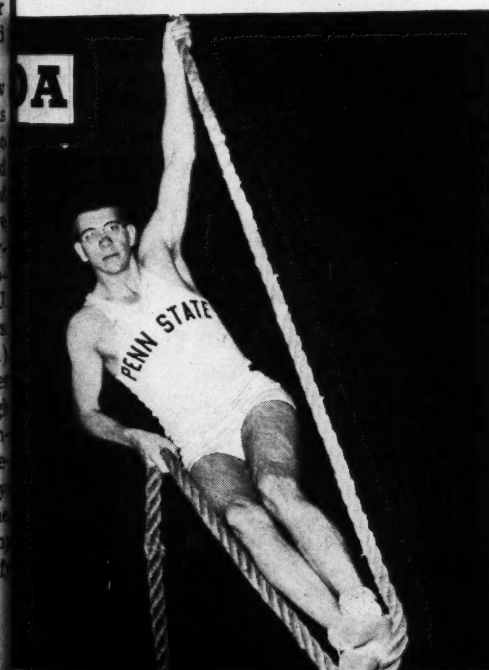
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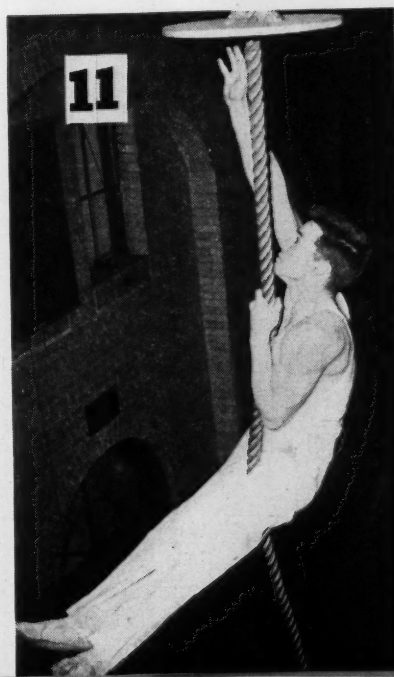
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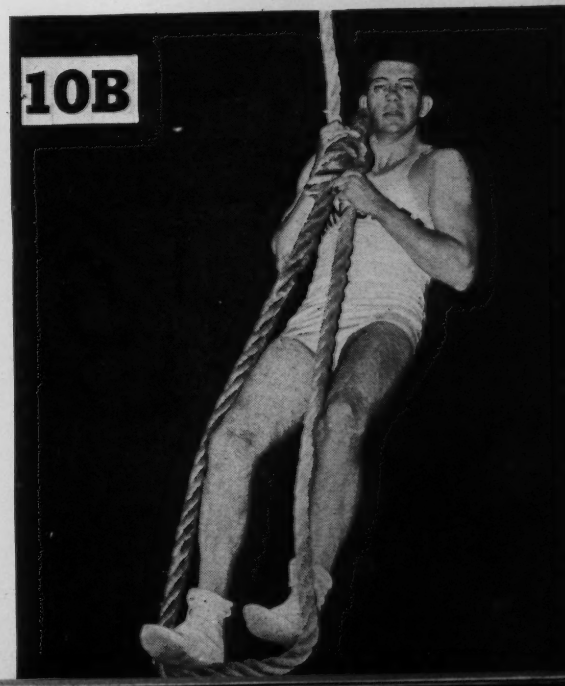
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10A



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10B

THE ALL-COURT PRESSING DEFENSE

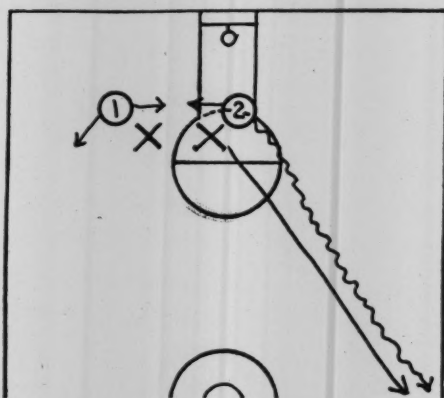
By Floyd H. Baker

Floyd H. Baker is the immensely successful Martins Ferry, Ohio, High School coach whose basketball teams have won 135 and lost 19 over the past six years. Their only two losses in the last two seasons were sustained in the semi-finals of the state tourney.

AT MARTINS FERRY we claim defense is the best offense, and judging by the statistics, we are on the right track. We averaged 50 points for 20 games in 1941, 54 for 25 in '42, 59 for 25 in '43, and 65 for 26 in '44, the last two creating new all-time marks for Ohio.

The old theory of defense was to "stay between your man and the basket." The new theory is "play where you can operate to the best advantage." This "best advantage" position may put you behind, beside or even in front of the opponent, depending on his ability, position on the floor or position in regard to the ball. In any light, it is never fixed. It shifts constantly with the play.

In choosing a team defense, weigh such factors as the opposition, the caliber of your material and the floors on which you play. Most coaches stick to one type, fitting their material to the defense rather than the defense to the material. I believe in the first school of thought and have had continued success with it.

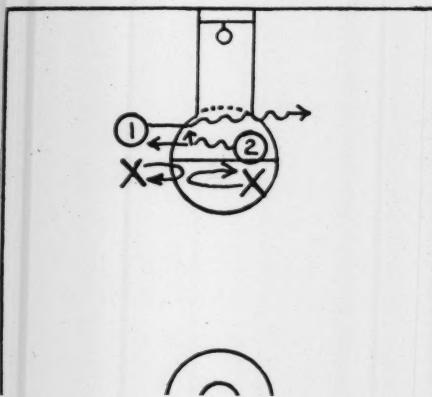


DIAG. 1: The defensive forwards (X's) force the offensive guards to the outside by assuming inside angles on them. Should the guards dribble up court, the forwards pin them to the sideline just over the center line ("coffin corner").

When you lose the ball, all five players become guards. When you gain it, they all become potential scorers. The only difference is that they play at different positions. High school coaches should impress their boys with this idea.

My teams play a forcing man-to-man style of defense, which begins with the forwards. Their job is continually to press or force the opposing guards. They try to steal the ball, force a fumble or a violation, or provoke the guards into throwing long hurried passes which can be more easily intercepted.

The most important thing is not to let the guards get inside or between them. This is mainly accomplished by assuming inside angles on them, so that the attackers can only go in the directions indicated by the arrows in **Diag. 1**.



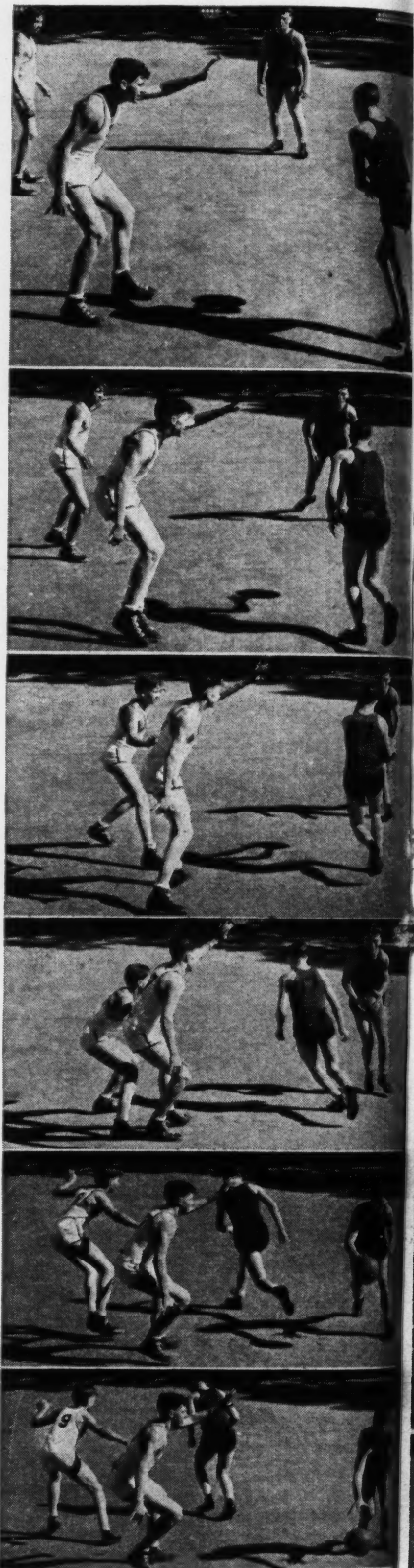
DIAG. 2: In this lateral switch, the defensive forwards move laterally until they meet, at which time they yell "change" and switch men (see pictures).

Should the offensive guards dribble up court, the defensive forwards pin them to the sidelines once they get into the front court. We call this the "coffin corner," since it is the burying grounds of many offensive hopes. In it, we have a 3-on-1 defensive situation, with our forward, the center line and the sideline all hemming in the dribbler. A pass can only go in two possible directions. We are set for these and break fast after the interception.

We play a switching game on screens. The switch nullifies screens and saves at least two steps on every change. Both guards yell "change." This word is easier to say and carries better than "shift" or "switch." Try it and see for yourself.

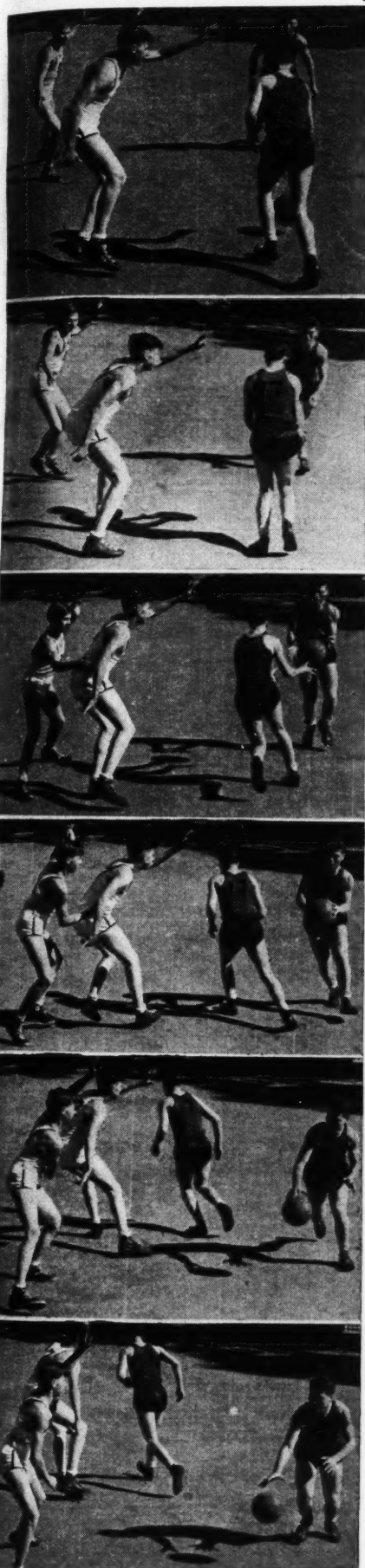
Diag. 2 illustrates a switch play. The defensive forwards move laterally until they meet, call "change," and then follow their new men.

The question of "why we force" should be discussed before we go any farther. Most defenses drop back at least to midcourt when they



Lateral Switch (see **Diag. 2**): As guards come together, the far man steps up the situation. He yells "Change" and switches, pushing his teammate toward the man receiving the dribble pass (third and fourth pictures).

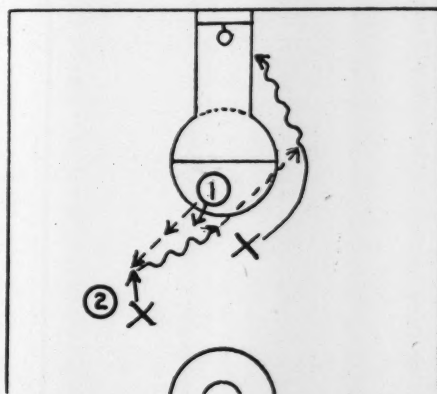
Sliding: Instead of switching, the guards slide through, retaining their original men. Note, again, in the third and fourth pictures, how the far guard uses his hands to help his man slide through.



lose the ball; then, upon regaining possession, drive into the front court again. Why run this extra distance when you can gain possession in scoring territory and attack without having to work the ball through a massed defense?

Naturally, with a forcing defense we play a forcing or fast-break offense. Thus, we are working on the opponents both on offense and defense, thereby forcing them to fight for possession. If we dropped back, they would be working on us.

Our unceasing pressing game forces the opponents continually to second guess. As long as we are of equal ability, the law of averages will give us all the better of the breaks. If we waited for the opponents to err, and they did nothing, they would make no mistakes. We force them to make a choice, and then force them to choose wrong.



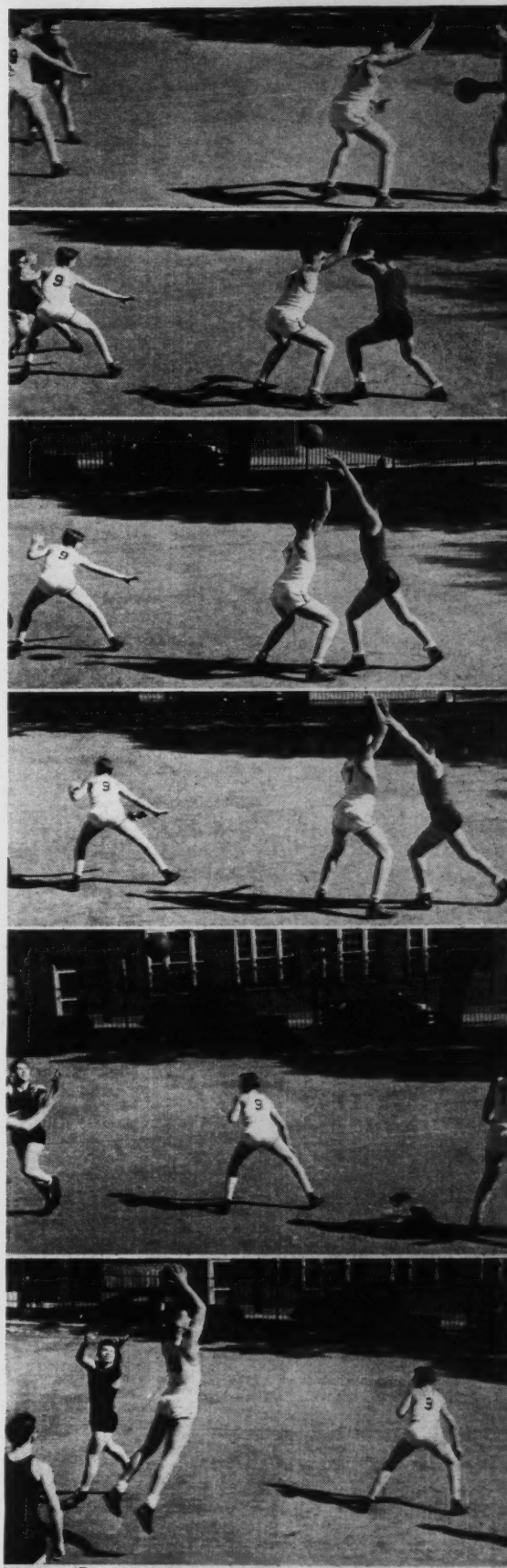
DIAG. 3: Earning a basket the easy way. X2 intercepts the pass from 1 and dribbles directly at 1, while X1 fades wide toward the basket. The ex-passer, 1, is now stuck. If he follows X1, the dribbler will score. If he takes X2, the latter will pass off. The correct play is to fade back and play both men, in the hope 2 will arrive with help. The X's must make their play quickly and accurately.

A good example of this is shown in **Diag. 3**, where X2 has intercepted a pass from 1 to 2. X2 drives directly at 1, as X1 fades wide toward the basket. If 1 follows X1, X2 scores. If 1 takes X2, the latter passes to X1, as shown.

We call this a "defensive basket." For it requires practically no offensive play to score.

A typical pressing defense setup is shown in **Diag. 4**. No. 2 has the ball. Note how X3 and X4 play inside and slightly in advance of the forwards. They can intercept any direct pass to them and can race them down floor towards the guards, thus forcing them into the back court for most passes, as illustrated by 4 and X4.

On long loop passes (2 to 3), X3 (Continued on page 44)



Slacking Off (see **Diag. 5**): In Baker's pressing defense, the guard frequently plays alongside rather than back of his man, exposing himself to a reverse. In this situation, the guard on the opposite side, who plays his man loosely, is expected to help out with an interception or a switch. In this series, he is shown intercepting a loop pass to a cutter.

STANDARDS FOR HEALTH PRACTICES

By C. O. Jackson

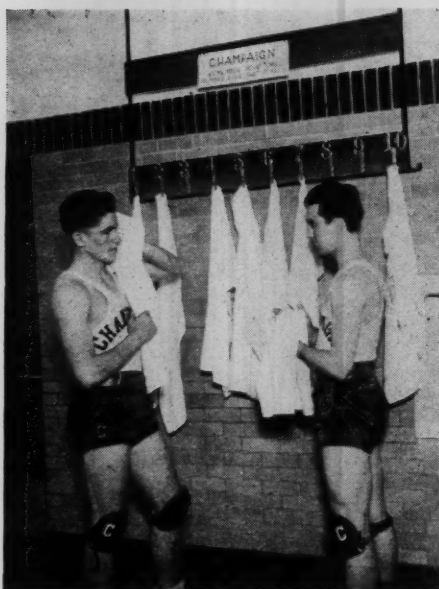
A complete code of controls, endorsed by 15 experts for every phase of the interscholastic sports program

This is the second of three articles on standards for health practices in interscholastic sports, by that nationally known authority, C. O. Jackson, associate professor of physical education at the University of Illinois. In his first installment, the author stressed the need for re-evaluation of our interscholastic programs from the standpoint of health and passed along the highlights of a recent survey on the status of health practices. In his second article, he gives a complete code of standards.

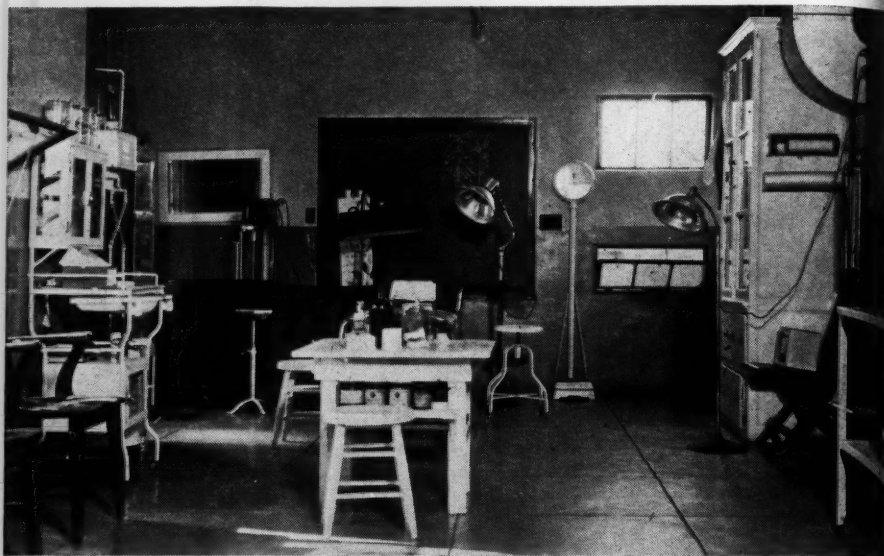
WHILE much emphasis has been placed on the contribution of athletics to character and health, little attention has been paid to standards for health practices. The careful observer at athletic contests and practices is immediately struck by the great variety in the practices employed. Apparently a wide discrepancy exists between the *theory* of health as taught in many schools and the *practice* of health.

In an attempt to evolve a code of standards, the author determined, through two studies, the elements in athletics concerned with health; then, with the aid of many administrators, physicians, coaches and others interested in sports, worked out a practical code.

A jury of fifteen experts, all recognized as leaders in the field and qualified by training, experience, interest, and contributions, sat in on the final shaping of the standards. The code, in condensed form, follows. Unless otherwise indicated, each standard has been unanimously endorsed by the jury



Champaign, Ill., High uses this fine individual towel rack for basketball.



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(whose names are given at the end of the article).

MEDICAL CONTROLS

1. A physician should be available at all contests and practices to supervise the health and physical condition of the athletes, and to act as advisor to the coach in these matters.

2. Signs of fatigue, emotional disturbances, sudden losses in weight, and injuries should be among the factors considered.

3. A health examination should be required of all athletes before participation in practice or interscholastic competition.

4. The examination should be given by the school or team physician, or, where this is not possible, by the family physician, using a revised form of the Illinois High School Association blank. (Note: W. W. Bauer specifies that the "family physician should give this examination.")

5. Such examination should meet the maximum requirements recommended by the Illinois High School Association, and should include a case history, a complete physical and medical examination, a tuberculin test, chest X-ray, urinalysis, blood pressure, heart check, urging immunization where needed, and other routine tests essential for an accurate inventory of health.

6. A similar examination, or an exam on those items considered most essential, or a check-up where

correction is needed, should be repeated before the individual may practice or participate in any other sport during the school year.

7. All participants should show evidence of satisfactory vaccination against small pox, and other immunization recommended by the local or state health officer.

8. An athlete with a head, neck or spine injury, or suspicion thereof, should be removed from a contest or practice, placed at rest, and given a thorough examination by a physician as soon as possible.

9. A participant who is badly injured or shaken up as a result of a strenuous scrimmage or a bruising contest, should be given a check-up by a physician before being allowed to practice or play again.

10. An illness which keeps a participant away from school for a day or more should require a visit to the physician or school nurse.

11. A participant (growing high school boy) who is not overweight should be discouraged from dieting to lose weight, in order to "make" a lightweight team or a certain class in wrestling; excessive exercise, "drying out" by greatly decreasing the intake of liquids, and wearing extra clothing, are also not recommended.

12. The board of education or the athletic association should provide accident insurance for all participants in football, and recommend it in other sports. (Note:

(Continued on page 16)

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WHKC, Columbus, WCAE, Pittsburgh
- NOV. 18 — NORTHWESTERN AT NOTRE DAME**
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
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(Continued from page 14)

One member of the jury was "uncertain" about this standard.)

13. Every school should have a formulated policy regarding the financial responsibility for injury incurred in athletics, and this should be known to all participants, their parents and other responsible adults.

EQUIPMENT CONTROLS

1. The board of education or the athletic association should provide the best available game and practice equipment for each sport and see that it is in good condition. They should also provide the necessary personal equipment (T shirts, supporters, socks, shoes) and the necessary additional equipment for warm-up and inclement weather.

2. Some form of shelter, either a dugout or wind-proof booth, should be provided for substitutes in football for use during cold and inclement weather.

3. Two or more blankets for covering injured players, a stretcher and the necessary first-aid supplies should be provided by the board of education or the athletic association, and should be available or readily accessible to trained persons during all practices and contests.

4. Mat covers, made so they can be removed easily and laundered, should be provided by the board of education for all mats, and especially for those used in wrestling.

TRAINING CONTROLS

1. All minor injuries should re-

ceive the earliest attention of the coach or some other qualified person in first aid, preferably a responsible adult.

2. Only those persons who have had systematic training or are qualified by experience should be permitted to give first aid or assist in such activity.

3. Daily, informal and inconspicuous checks should be made by some qualified adult, either the coach or a physician, on the physical and emotional condition of each participant before, during and after practice or game.

4. A participant who is still flushed and perspiring after showering and dressing should be cautioned not to leave the building during cold or inclement weather until his hair is dry and he has returned to normal.

5. First-aid equipment and service (team physician, coach, trainer, or other responsible adult trained in first aid) should be checked and available for immediate use during practice and games.

6. Individual equipment in all sports should be inspected at frequent intervals by a qualified person, either the coach or some other responsible adult, to check on correct fit and use.

7. Progressive conditioning should be carried on in all sports—the type, intensity and duration depending on the participants (age, size, weight, experience), the sport, the time of year, the length of the season, and the number of games remaining in a sport.

8. A general diet and activity routine should be suggested for all participants in a sport, and an individual one recommended for each participant who needs it, by the coach or other responsible adult, with the advice of a physician. (Note: Two members of the jury suggest "add dietician.")

9. Participants in football, baseball and track and field should be given salt in unseasonable and continuously hot weather, after practice and games, as recommended by a physician.

10. Participants should be told the scientific facts concerning smoking and drinking, and effect they may have upon health and athletic excellence.

11. Participants should be encouraged to drink little water during practice or a contest, and to rinse out the mouth or take very small sips in individual cases.

PLAYER CONTROLS

1. Participants should be taught to care for themselves so that proper adjustments of the elements concerned with health, such as nutrition, rest, activity, sleep, correction of defects, and personal hygiene, result in improved health and optimum performance; such teaching should be supplementary to the course in health commonly required of all pupils.

2. Participants should be taught the value of a shower bath after practices and games, the best and most efficient technique to use, and

(Continued on page 18)

Varsity dressing room at La Salle-Peru Township High, Ill. Football togs are aired by being suspended on racks, while the shoes are stored on top.



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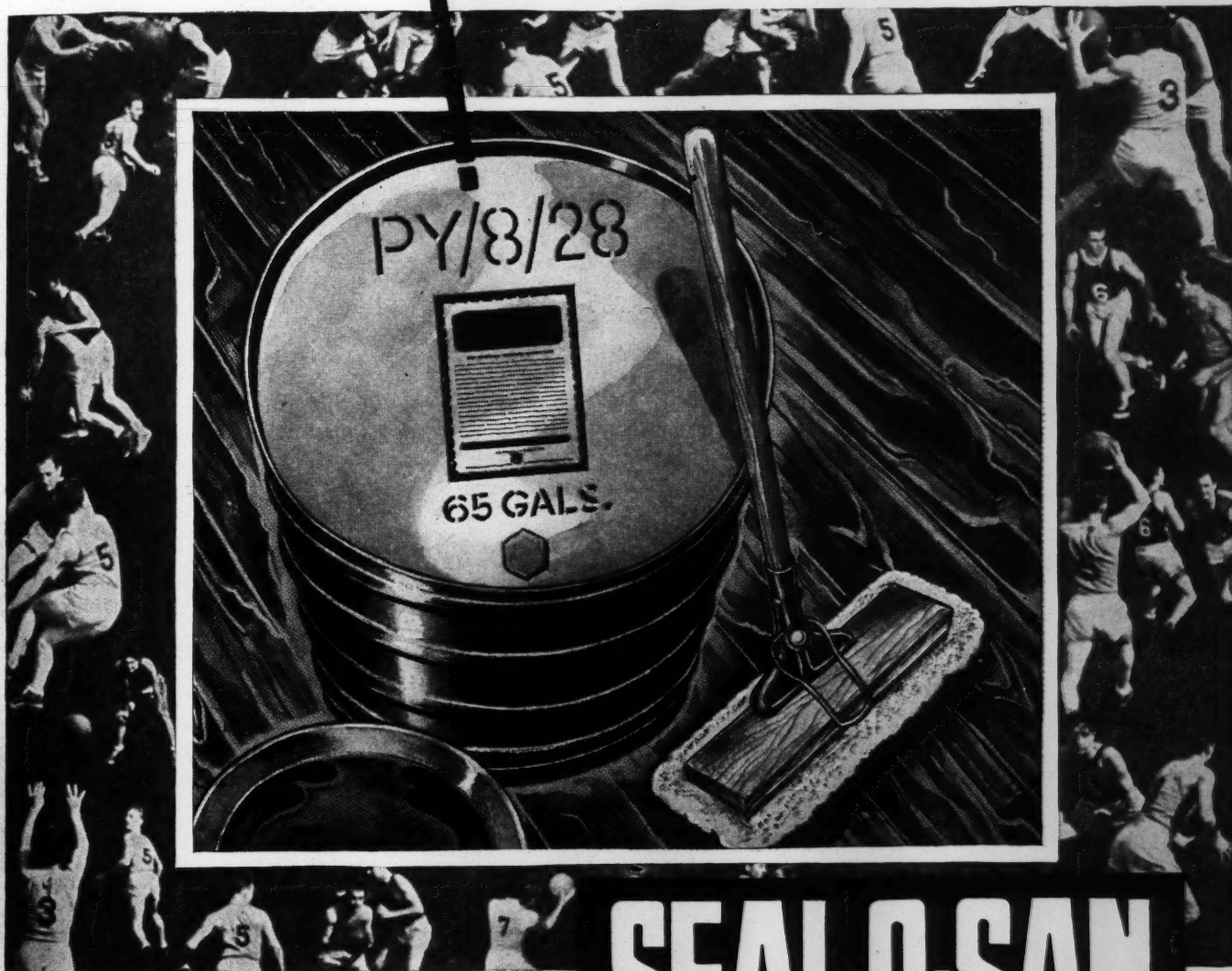
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(Continued from page 16)

the proper method of drying the hair, the body, and especially the feet, between the toes, and the desirability of using a clean towel daily.

3. Participants should check their weight regularly before and after practice, and a record should be kept on a chart furnished by the board of education.

4. Participants should be taught the main fundamentals of the sport and the value and proper methods of "warming up."

5. Participants should be taught the basic fundamentals of first aid by a qualified instructor. (Note: One member of the jury says, "good idea, but not essential for athletes.")

6. Participants should be educated in the care and preservation of all equipment issued them, and observed at frequent intervals to see that this is done.

7. Participants should be taught how to wear and use the equipment, instructed to inspect it for signs of wear and breakage, and report any deterioration to the coach.

8. Participants should be instructed in the proper use and care of toilets, urinals and lavatories.

9. Participants should be educated in the proper use and care of

soap and towels (would include both paper and cloth towels).

10. Participants should be educated to report all injuries, however slight, to the school physician, the coach or other responsible adult.

11. Participants should be educated to wear regularly clean clothing, especially personal equipment (T shirt, supporter, socks), and encouraged not to exchange or borrow used or soiled clothing.

12. Where a swimming pool is available, participants should be given special instruction so that all practices will meet accepted and approved sanitation and health standards.

JANITORIAL CONTROLS

1. The gymnasium, showers, toilets, and locker rooms should be well-lighted, well-ventilated, kept at proper temperature, and free from objectionable odors.

2. The floor of the gymnasium, locker and shower rooms, should be cleaned daily, or oftener if necessary, using approved methods and materials; annual, seasonal and monthly cleaning with methods and cleaning agents to suit local needs is also recommended.

3. The swimming pool runway and border, should be cleaned daily or oftener, with approved cleaners

and methods, during the season it is in use.

4. Drinking fountains, wash bowls, toilet seats and bowls, and urinals, should be cleaned daily, or oftener if necessary, using approved methods and cleaning agents.

5. If shower "mats" or wooden slatted floors are used in shower stalls, they should be of hard wood, painted and frequently exposed for long periods to direct sunlight.

6. Lockers should be cleaned frequently, using approved cleaners and methods.

7. Tops of locker room benches should be of hard wood, painted and cleaned daily or oftener, with approved methods and cleaning agents.

8. All cleaning of the facility controls mentioned in this section should be under the direct supervision of a competent and efficient janitor; this individual and the members of his staff must understand their responsibility for maintaining a safe and healthful school environment.

SANITARY CONTROLS

1. Lockers should be inspected frequently by the coach or other responsible adult to see that they are clean, that equipment is hung properly and that no soiled clothing or towels are permitted to accumulate.

2. Game uniforms and protective devices should be kept in clean and sanitary condition, by being dry cleaned or washed seasonally or oftener; the condition under which they are worn and the number of times used should be factors in determining the frequency and method of cleaning.

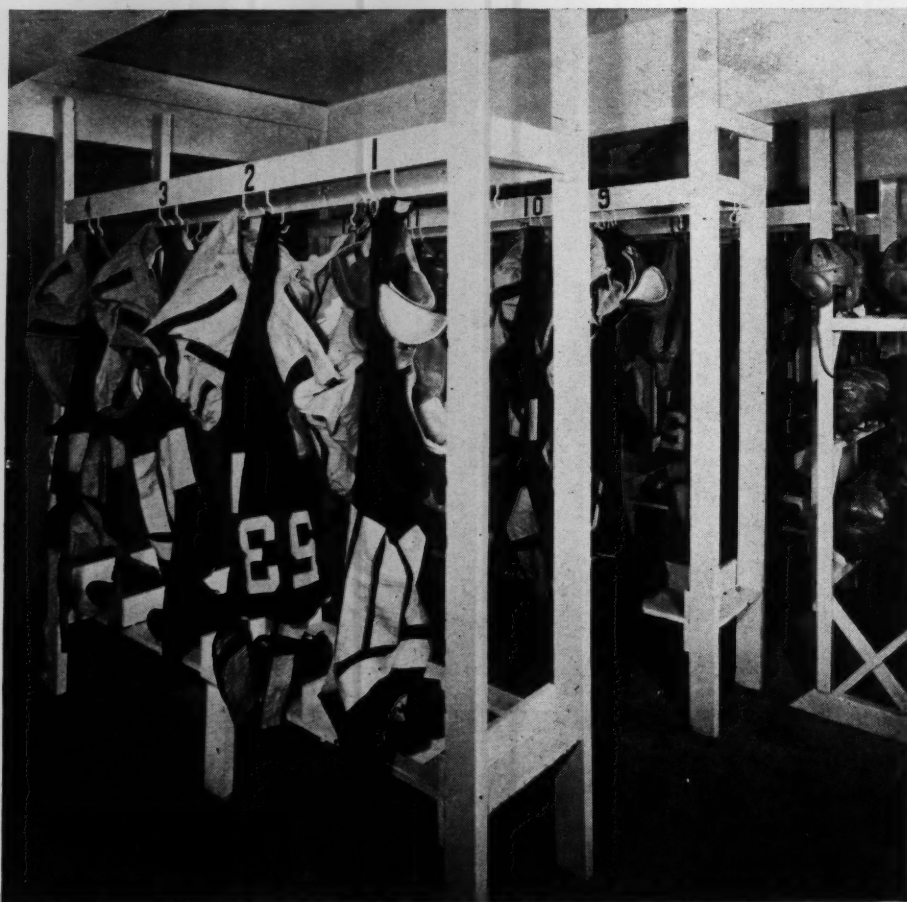
3. Practice equipment should be kept in clean and sanitary condition by being dry cleaned or washed monthly or oftener; the conditions under which it is worn and the number of times used should be factors determining the frequency and method of cleaning.

4. Personal equipment (T shirts, socks and supporters) should be laundered by approved methods, several times weekly, and preferably daily. (Note: One jury member said this should be done "daily" and another said "at least twice weekly.")

5. The board of education or the athletic association should be responsible for the proper cleaning and reconditioning of the game and practice equipment and for the proper cleaning of the personal equipment.

6. The swimming pool should meet the state bacteriological and chlorine standards as prescribed by

(Continued on page 20)



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(Continued from page 18)

the state board of health; the frequency should be determined by the number using the pool and the efficiency of the filtration and chlorinating apparatus.

7. All persons using the pool should meet the standards of individual health and practices prescribed by the state board of health.

8. Clean individual towels laundered by approved methods in a school commercial laundry should be provided daily by the board of education or the athletic association.

9. T shirts and socks (cotton only) should be boiled when laundered; where supporters are furnished the participants they should also be cleaned by approved methods.

10. Liquid soap of approved quality and dispensed from metal containers or pipes should be provided and maintained by the board of education, in the showers and at washbowls.

11. Mats and mat covers should be cleaned by approved methods; the frequency of cleaning and the method should be determined by the number of persons using such equipment, the length of time used and the manner in which it is used, moved and stored.

12. Fencing masks and football helmets should be cleaned by approved methods at least twice a season or oftener, as determined by the frequency of use.

13. Boxing gloves should be cleaned by approved methods at least monthly and preferably oftener; the frequency of use and the number of participants sharing this equipment should be factors in determining the frequency and method of cleaning.

14. Slaked lime or other non-injurious materials should be used for marking outdoor courts and fields where permanent markings are not possible or practical.

15. Commercial fertilizer should be applied to all sodded or turfed play fields; the frequency of application, the season and the materials used should be determined by an analysis of the soil needs. (Natural fertilizer, manure, should never be used on such fields unless suitable precautions are taken to eliminate the hazard of tetanus.)

16. Suitable places for expectoration should be provided and serviced within the building.

17. The following practices should not be permitted:

- a. Sharing a common or "public" towel.
- b. Sucking a common sponge.



Reserve equipment at Waite High is stored in these cupboards which are fitted with hinged doors. Compartments at top are used exclusively for woolen goods.

- c. Sucking a common lemon or orange.
- d. Sharing a common drinking utensil.
- e. Interchanging personal equipment (shirts, pants, supporters, and socks) without laundering.
- f. Interchanging practice jerseys.
- g. Interchanging football helmets.
- h. Wearing dirty equipment.
- i. Spitting on the gym floor.
- j. Spitting under mats, behind wall pads or radiators, or on locker or shower room floors.
18. Water at contests and practices should be dispensed by approved permanent or temporary fountains; where this is not possible or practical, paper cups or individual widemouthed bottles should be used.

COACHING CONTROLS

1. Coaches should be well-educated in the science of physical education, including the fundamentals of physiology, kinesiology, psychology, personal and community hygiene, administration, first aid, and in the sport techniques involved, and must also be aware of the safety, moral and health hazards in the conduct of athletics.

2. Participants should be classified for sports according to age, experience, ability, strength, and physical condition.

3. Liberal substitutions should be made in all sports, particularly in football and basketball.

4. Only those students who are in good physical condition, with training equal to the average of the other participants, should be permitted to scrimmage or participate in con-

tests; this does not mean eliminating the milder training and contests for those who are less robust or experienced.

5. All practices and contests should be carried on under the direct supervision of well-qualified coaches.

6. The games, contests and particularly the drills should be selected to suit the age, condition, training, and experience of the individual participants.

7. Practice for any participant should be limited to two hours a day, four days a week (maximum), including well-organized and planned theoretical discussions and activity, as well as showers; the amount of time will vary with the sport, the number of contests remaining, the length of the season, and the experience of the participants. (Note: One jury member says, "uncertain.")

8. Ten to twelve practice periods should be a minimum before scrimmage in football, and fifteen to twenty before a scheduled contest; the number in each case will depend on how fast the participants get into condition, as well as their experience and ability. (Note: One jury member says "don't know" and another was "uncertain.")

9. Scrimmage (actually playing the game in practice) should be limited to a maximum of twenty to thirty minutes per day for any one participant in such sports as football and basketball.

10. Where teams are of comparable strength, with the participants in good condition, the following

(Concluded on page 42)

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Use Perchloron to sanitize pool walls, to chlorinate the water and as a disinfectant in foot baths, for washrooms and locker rooms. Unavailable for a while because of wartime demands, Perchloron may be purchased again in limited quantities.

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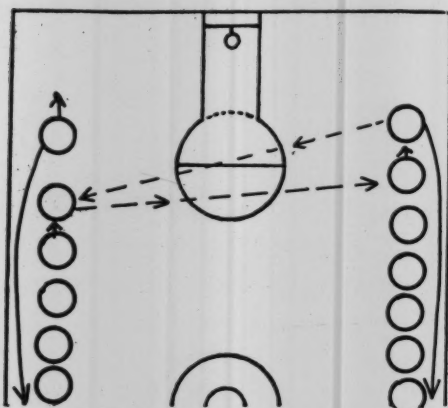
MASTER PLAN FOR BASKETBALL PRACTICE

By Gordon Lebowitz

This is the first of two articles on basketball practice programs by Gordon Lebowitz, basketball coach and health education chairman at Eastern District High School, Brooklyn, N. Y.

EDUCATORS have frequently stated that the best teaching in school is often done by the varsity coach. Since good teaching and, hence, good coaching demands thorough preparation, the adequate planning of practice sessions is always essential. Today, with practice time between seasons growing shorter and with coaches taking on more duties because of the manpower shortage, the need for detailed planning is more vital than ever.

There are definite values to be derived from a preconceived practice plan. It assures complete cov-



Drill 1, Cross-Court Pass: Ball is passed and received at pre-determined spots, both lines moving at the same time.

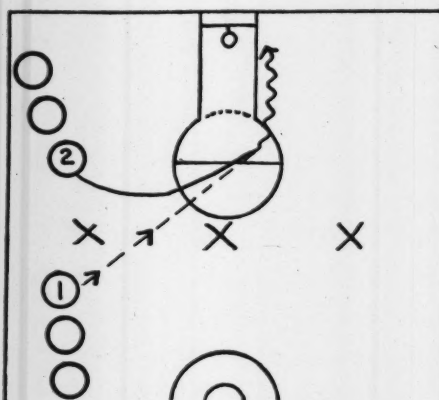
erage of all the necessary fundamentals, gives each skill its proper time allotment and assures a gradual but complete physical conditioning.

Each day's schedule should be intimately related to the previous schedules and the ones to follow, thus offering an integrated practice pattern. The writer has successfully used the following lesson plans for the past eight years. They are being passed along in the hope they will prove useful to the many other coaches who believe good pre-season planning makes for winning teams.

PRACTICE SESSION 1

Objectives

1. To meet candidates and talk over plans for season.



Drill 2, Accuracy Pass: Guards try to intercept pass; 1 and 2 then change lines.

2. To develop a wholesome attitude towards self-imposed training rules.

3. To discuss scholastic requirements for varsity participation.

4. To inculcate attitudes and hygienic habits of living and training.

I. Fill out necessary forms

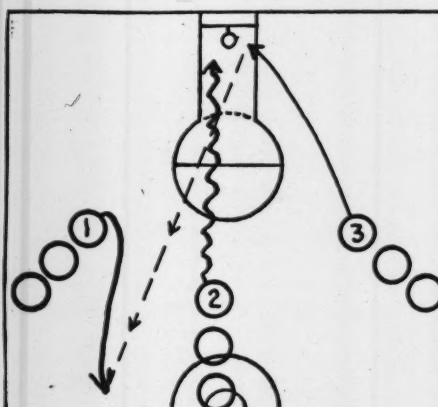
- a. Parents' consent blanks.
- b. Medical examination form.
- c. Pupil program cards.
- d. Athletic association membership.
- e. Clothing and shoe sizes.
- f. School subjects that will demand student tutoring.

II. Training rules

- a. Adequate sleep and rest.
- b. Choice of foods.
- c. Time for studies.
- d. Participation in social affairs during week.
- e. Playing with organized outside teams.

III. Hints on hygiene of training

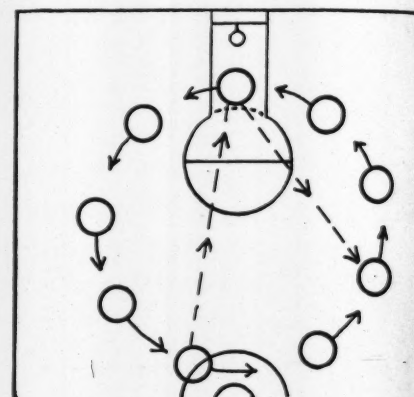
- a. Care of feet.
1. Prevention of blisters.



Drill 3, Fast Break: 1 goes to end of 2 line, 2 goes to 3, and 3 moves to 1 line.

A closely integrated pattern for the first ten sessions, featuring seven fundamental drills

2. Treatment of blisters.
3. Use of tincture of benzoin for hardening soles.
4. Care and prevention of ingrown toenails.
5. Proper size and quality of shoes and socks.
6. Treatment and prevention of ankle injuries.
- b. Cleanliness.
 1. Prevention of "jock rash."
 2. Necessity of clean practice uniforms.
 3. Pimples and boils.
 4. Use of showers.
 5. Clean towels.
 6. Borrowing other boys' equipment.
- c. Training process.
 1. Graduated in intensity.
 2. Physiology of training simply explained.



Drill 4, Circle Pass: Player may pass to anyone in circle except man next to him.

IV. Eligibility and studies.

- a. Regimen of daily work.
- b. Planning your day.
- c. League rules on scholastic eligibility.
- d. Behavior and conduct in school towards classmates and teachers.

V. Plans for the season.

- a. How squad will be selected.
- b. Plans for J. V.
- c. Forecast of team's ability.
- d. Cooperation the keynote in team sports.
- e. Selection of captain.

VI. Discussion.

- a. By former varsity players now in college.
- b. By members of last year's squad.
- c. By others.

(Continued on page 24)

10th YEAR ON FAMOUS MADISON SQUARE GARDEN

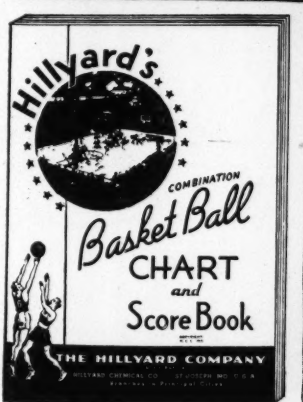
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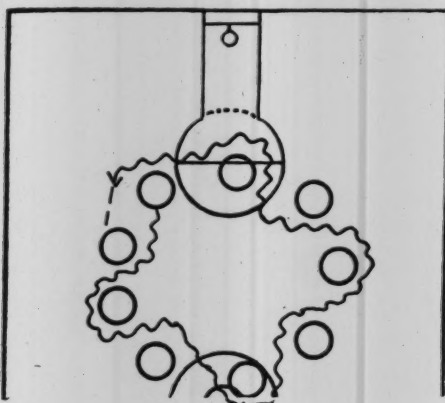
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PRACTICE SESSION 2**Objectives**

1. To teach and drill on set shots.
2. To teach and drill on foul shot.
3. To teach and drill on various types of passes and their use in game situations.
4. To teach and drill on dribbling.

Development

1. Set shots (teach and practice).
2. Demonstration of types of passes.
3. Passing drills 1, 2, 3, 4, 5.
4. Form for layup. Drill 6.
5. Conditioning: Short sprints, six laps on track (660 yards).



Drill 5, Circle Dribble: Dribbler may go around once or twice; then passes.

PRACTICE SESSION 3**Objectives**

1. To review fundamentals (passing, shooting, and dribbling).
2. To learn defensive maneuvers against dribbling.
3. To continue conditioning drills.

Development

1. Set shots—15 minutes.
2. Layup Drill 6 with variations—15 minutes.
3. Foul shooting.
4. Review passing drills 1-5.
5. Use of two-way cut. Drill 7.
6. Three-man basketball—5 minutes.
7. Sprints and relays.
8. Eight laps on track (880 yards).

PRACTICE SESSION 4**Objectives**

1. To review shooting and passing.
2. To review offensive maneuvers.
3. To teach fundamentals of man-to-man defense.

Development

1. Set shots—15 minutes.
2. Layup Drill 6—15 minutes.
3. Review drills 3-7.
4. Man-to-man defense.
 - a. Footwork drills, moving backwards, forwards, side to side.

Basketball Practices

(Continued from page 22)

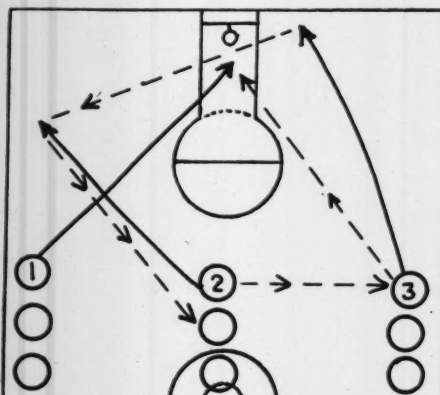
- b. Primary positions for each situation.
 - c. Switching situations.
5. Three-man scrimmage, emphasizing fundamentals of defense.
 6. Relays, emphasizing footwork needed for defense.
 7. Eight laps on track.

PRACTICE SESSION 5**Objectives**

1. To review passing, shooting and layups.
2. To review man-to-man defensive situations.
3. To analyze defensive situations calling for switching.

Development

1. Set shots—15 minutes.
2. Layup Drill 6.
3. Set up defensive situations with screens calling for switching; analyze situation.
4. Drill on situations set up.
5. Three-man basketball—10 minutes. Analyze defensive setups.
6. Review fundamentals of de-



Drill 6, Layups: After pass out, 1 goes to 3 line, 2 to 1 line, and 3 to 2 line.

fense by setting up situations which are incorrect. Ask squad to correct play.

7. Review drills 3, 4, 5, 7.

PRACTICE SESSION 6**Objectives**

1. To review passing, dribbling and layups.
2. To review man-to-man defense.
3. New—to teach defense setup on foul shots and jump balls.
4. To learn individual methods of scoring.

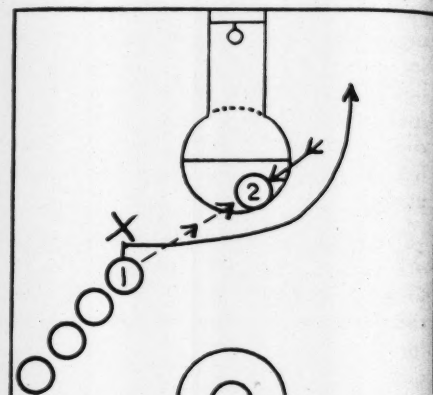
Development

1. Set shots.
2. Foul shots.
3. Layup Drill 6.
4. Set Play.
5. Screen Play.

6. Individual scoring plays.
 - a. Feint and dribble.
 - b. Feint, step back for set shot.
 - c. Move defensive man to right, cut to left.
 - d. Taking advantage of defensive weaknesses.
 - e. Two-way cuts.
 - f. Pivots and reverses.
7. Five-man scrimmage — setup foul and jump ball situations.
8. Ten laps on track.

PRACTICE SESSION 7**Objectives**

1. To review fundamentals of



Drill 7, Simple Screen: After pass, 1 and 2 may exercise any of the pivot options.

passing, shooting, dribbling and layups.

2. To review offensive tactics in game situations for the individual player.

3. New—to teach the defensive setup for one man circling behind another; for two-on-one situations; for three-on-two situations.

Developments

1. Set shots and foul shots.
2. Layup Drill 6.
3. Passing drills 3 and 4.
4. Review plays.
5. Review offensive tactics for the individual.

6. Defensive situations.
 - a. How to break up a vertical alignment of players.
 - b. How to switch in a horizontal alignment of players.
 - c. Practice two-on-one situations.
 - d. Practice three-on-two situations.
7. Fifteen-minute scrimmage with individual corrections.
8. Twelve laps on track.

PRACTICE SESSION 8**Objectives**

1. To review fundamentals.
 2. To review man-to-man defense.
 3. To make final cut of squad.
- (Concluded on page 48)

Plays *"Guard"* for your team



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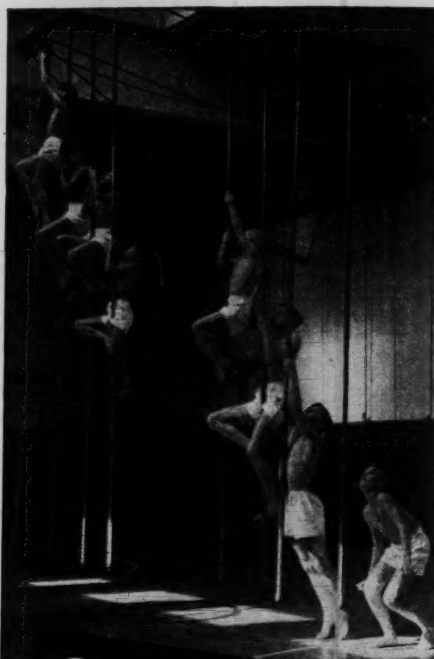
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True, most of our production goes today to the U. S. armed forces, to build the bodies of American fighting men.

But, realizing that physical fitness in manhood is achieved by physical education beginning in childhood, the War Production Board has allowed the sale of essential apparatus to schools.

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A few official all-steel fan-shaped Porter banks are available for immediate delivery. **SCHOOL PRICE, \$54.00 per pair.** Goals extra at \$6.75 each.

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BASKETBALL RULES CHANGES

by H. V. Porter, Secretary National Basketball Committee

AS FAR as actual play is concerned, the basketball rules changes for the current season are minor in nature, most of them dealing with game mechanics or code organization.

The three "major" minor changes are: Elimination of goal-tending by prohibiting the defense from touching the ball on its downward flight to the basket; five personal fouls instead of four and unlimited substitutions.

A summary of the rules changes follows:

Personal Fouls: A player will be permitted five personal fouls before disqualification. In former years, he was disqualified after four. It was felt, what with the increase in action time, the growing tendency of the players to crowd into the front court and the rise in scoring from an average of 57 points per game in 1939 to 77 in 1944, that the chances of fouling have grown and that a fifth foul would help keep the game in balance.

No extra fouls are allowed in an overtime, in either high school or college ball.

Equipment: Rule 1-10 sets maximum and minimum lengths for the basket net. It also provides for a net made of heavy cord. The note under this rule is quite elastic so that it will be possible for schools to experiment with different nets. Even the net made of metal links may be legally used under certain conditions. Not many of these are available, because of scarcity of metal. But those who can secure such nets may use them experimentally to determine advantages and disadvantages.

Legal Entry: Several slight changes have been made in connection with the entry and withdrawal of players and substitutes. Each team is expected to provide the Scorer with the names and numbers of all substitutes, as well as of the starting players, at least two minutes before game time. If the complete list is not submitted, it is a technical foul. One free throw is awarded the offended team before the ball is tossed at center to start the game or at any later time when the irregularity is discovered.

The foul is for failure to submit the complete list. A free throw is not awarded for each player whose name does not appear on the list. In this respect, the rule is similar to that which applies when several substitutes enter the game at the same time without reporting. Under such circumstances, only one free throw is awarded.

There is no limit to the number of times a player may leave the game and re-enter. This new rule will relieve the officials of the necessity of keeping entry records. To avoid unnecessary delays, attention is directed to Rule 3-3 which requires a substitute to report immediately when signaled to enter the court. It is not permissible to delay entry by running back to the bench for instructions after he has permission to enter the court.

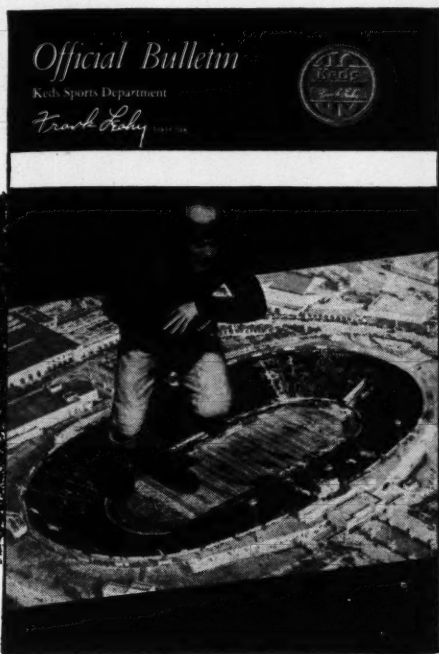
Officials' Time-Out for Player Injury: In past years, if a player received a notably serious injury, such as a severe bump of the head on the floor, a severe nose bleed or a bad cut, officials have sometimes stopped the game even though the player's team was not in control of ball. They did it without any rule authority. As far as the rules were concerned, the only way a time-out could be secured was for an opponent to request a "courtesy" time-out.

In most situations, the "courtesy" time-out was a figment of the imagination. Players did not think of their right to take such a time-out or they were so intent on their own activities, they did not notice the extent of the opponent's injury. The rules now give the Official definite authority to kill the ball in such situations. Officials are not expected to exercise this authority except in cases where it is quite obvious a player needs medical attention.

Throwing Ball to Back Court: In the early years of the center-division line rule, there was some confusion about the relationship of advancing the ball to the front court in ten seconds and the throwing of the ball from front court to back court. The two acts are not closely related. The present rule refers to "causing ball to go to the back court" instead of "returning ball to the back court." It doesn't make any difference whether a given team has brought the ball up from back court to front court or whether the ball is in the front court from some other act by the opponent. The restrictions are the same in either case.

The new rule eliminates several difficult situations which occasionally arose under the old rule which permitted a legal throwing of the ball from front to back court after a jump ball, a throw-in from out of bounds, recovery from a try for goal, or recovery after possession by an opponent. There were a number of situations when the ball was returned to the back court after considerable maneuvering in the front court so that no one could remember what type of play had begun the action.

(Continued on page 46)



T-Formation Strategy

IN A NEW KEDS BULLETIN
WRITTEN BY COACH FRANK LEAHY

A T-FORMATION QUIZ FOR
STUDENT LEADERS IN
BOYS' MAGAZINES

Here's a QUIZ on T-Formation Strategy

Based on the NEW KEDS BULLETIN written by Coach Frank Leahy

How would you like to know the great T-Formation secrets, from A to Z? The T-Formation surprise maneuvers—that made it Notre Dame's potent winner last fall—are described in detail in the newest Keds Sports Department Bulletin, written by Coach Frank Leahy. The coupon, filled in with your answer to T-Quiz question No. 3, will bring you a free copy. After studying the formation and play photos below, turn this page upside down and check your answers against the correct ones, for No. 1, against the correct ones, for No. 2, and No. 3. Then write your own answer to No. 3 on coupon for free copy of bulletin.



Q No. 1

In this "Counter Play Off Tackle", fullback (player on extreme right in picture) will receive ball. What maneuver is quarterback executing here?

Q No. 2

This "Quick Kick" Play is executed by the fullback. How does he receive the ball when he is in line 44 yards back and the quarterback is over center?

Q No. 3

What players are these and how are they lined up?

TURN THIS AD UPSIDE DOWN TO READ CORRECT ANSWERS TO T-QUIZ QUESTIONS



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Will Rogers High School, Tulsa, Okla.

MAKE WAY FOR RIFLERY!

by Benjamin Gerdy

Benjamin Gerdy has three noteworthy affiliations with the sport of riflery: He is coach at Abraham Lincoln High School, Brooklyn, N. Y.; executive officer of the New York City High School Rifle League; and chairman of the Riflery Committee, Schoolmen's Post, of the American Legion.

IN THE September issue of *Scholastic Coach*, C. B. Lister, of the National Rifle Association, asked, "Are You Ready for Riflery?" The answer, Mr. Lister, is, "Yes, we are."

The exploits of our military have strengthened our conviction that every American boy should be given a chance to learn how to handle a rifle. There is a place for riflery—which stresses and develops the maximum coordination of all muscles and nerves—in every program of physical and mental preparation for life.

The riflery articles that regularly appear in *Scholastic Coach* are written by coaches eager to share their experiences with you. You want direct answers to such questions as:

What kind of teacher makes the best riflery coach? How can a prospective coach receive proper training? How and where should the rifle range be located and constructed? How are the boys to be recruited and instructed? Should we plan an intramural or an interscholastic program, or both? How can we provide all the necessary safety factors? How can we finance and obtain essential equipment and supplies?

All these and many other problems can be solved. "When there's a will, there's a way." And the way

is often much simpler than you'd suspect.

Who can become a good coach? Any good teacher with enthusiasm and determination. Some of the most successful coaches are teachers of English, social studies, science, shop, commercial subjects. Knowledge and skill in the use of a rifle are not prerequisite for the beginning coach. Health education teachers can make a success of this activity as easily as with any other sport or activity.

The National Rifle Association has a complete program for every phase of organization and management. Since *Scholastic Coach* is cooperating closely with the N.R.A., the first thing to do is check the coupon at the end of this article.

Free materials

You will receive the training course outline, study manual and other necessary materials for becoming a certified instructor. Junior Rifle booklets will also be sent to you for distribution to your boys. You will become a good coach in the process of helping them become good shots.

The location and construction of your range is naturally of great importance. You may wonder where in the school world you can possibly find a suitable place for it. Knowing every part of your building, you may be sure you have no such place.

Look around once again. Most school ranges are located in the basement, usually in a large store-

room or in a section that can be readily enclosed on three sides.

You will need an area at least 75 feet long for a 50-foot range, and about 25 feet wide for a minimum of four or five firing points. Many schools have such rooms in the basement, cluttered with obsolete or unnecessary odds and ends of equipment. The disposal of such stuff might not only provide a location for a rifle range, but its sale might provide the money with which to build and equip the range and the club.

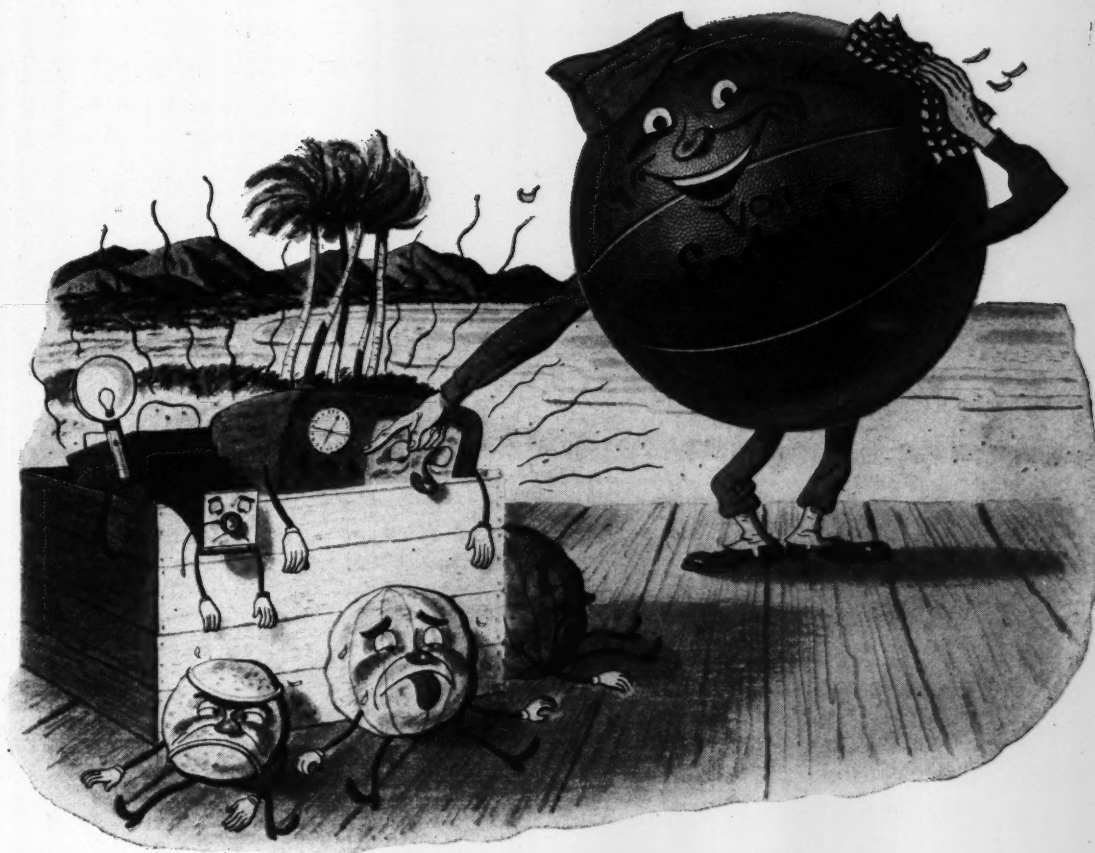
Sometimes a large space is used for storing a relatively small amount of equipment, which could be kept more economically elsewhere in the building. Talk things over with your custodian-engineer. If he can be interested in your rifle project, the range problem may be quickly solved.

School rifle clubs are usually conducted as extra-curricular activities after school hours. This opens up the possibility of using other parts of the building for range purposes. Some schools and colleges have portable or stationary firing pits set up in their cafeteria or gym. But the large basement room is the most desirable location—a room which is known by all as the *Rifle Range*.

The safety factors are few and rather obvious. The room should be completely enclosed on three sides. No doors along the line of fire, no door at the firing pit end of the range and a single door entrance to the area which contains lockers, closets for rifle equipment and the

(Concluded on page 30)

*"While them jerks is molding
and rotting, I'm in the Pink!"*



As Penicillin, mold is a boon to humanity. But it's murder on ordinary athletic equipment!

In the extremely humid South Pacific jungles where the annual average rainfall is 120 inches, the sticky, steaming dampness quickly penetrates everywhere. But VOIT Synthetic-Rubber-Covered Athletic Equipment is not affected!

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Riflery Program

(Continued from page 28)

points from which the boys do their firing.

A survey of the school ranges of any large American city will reveal a considerable diversity of locations and construction ideas. Hardly any two school ranges are exactly alike. The best ranges have mechanically or even electrically operated target carriers, which make it unnecessary for anyone to go beyond the firing line.

Many ranges are home made, testimonials of the ingenuity and resourcefulness of teachers and students who were not easily discouraged. Organization and instruction in riflery—drill on range rules, especially on the safety rules formulated by the N.R.A.; exercises with sighting devices, which can be quickly constructed in any school shop; breathing control and dry shooting; assuming correct shooting positions—can all be done while the range is being put into shape.

Plan on the best

It is advisable to plan on building the best type of range, with target carriers, which can now be secured from the N.R.A. for five dollars a pair, and with a steel backstop for the firing pits.

School authorities may properly insist upon letting some company do the job on a contract basis. But in many small schools with limited funds, the necessary materials can be acquired locally. With the assistance of a shop teacher and a local carpenter and mechanic, and a small number of strong, handy boys, the construction of the range can be made a project of intense interest and satisfaction. Many schools and clubs have built their ranges in just this way.

The procurement of rifles and ammunition is now easy and inexpensive for all schools and clubs affiliated with the N.R.A. Excellent rifles for school use, at prices ranging from \$18.50 to \$31.50, can be bought from leading manufacturers by ordering on N.R.A. forms. Ammunition is now readily available to accredited N.R.A. schools at the moderate price of \$43.24 for a case of 10,000 rounds.

The entire cost of this and other necessary equipment and supplies is well within the normal school budget. Minimum essentials, exclusive of range construction, should not exceed \$200. Thereafter, the

main expenditures will be for ammunition.

In many communities, the American Legion Post or the Parent-Teachers Association or some local business organization may be willing to finance the whole project. Where this is done, however, all equipment should be donated outright and administered strictly as school property. Funds for this purpose can be raised through special school functions, dances, games, or theatre parties.

In recruiting for your rifle club, your main problem may well be how to limit membership. A simple announcement, in gym or in official classes, should bring forth an army of candidates, girls as well as boys, who have been dreaming of a chance to handle a rifle. The chance to get on a school rifle team will appeal to most healthy, normal, vigorous American kids, including many who are not good enough athletes to make the other varsity teams.

Start out with a group of older boys, all over fifteen and most of them seniors, who will be interested in the N.R.A.'s 14-hour basic training rifle course. A maximum number of boys can be accommodated by setting up an intramural pro-

gram of matches and tournaments; with each group meeting once a week.

The scheduling is the same as for a program of interclass basketball or baseball. What's more, the rules for riflery contests are much simpler and easier to enforce. The N.R.A. manuals provide a complete system of procedure.

The intramural program, if you should want to start that way, will enable you to develop a number of leaders who will qualify as junior instructors and assistant coaches, and become members of the school team. A varsity is an essential part of a good riflery program.

Getting personal: The writer, a history teacher, had been a debate-team advisor for years before he switched over to riflery five years ago. Although he started literally from scratch, it has proved an exhilarating experience. He has been able to observe the tonic effects upon all sorts of boys, of the gradual development from tyro to first-class rifleman; and the letters of gratitude from many of his old varsity men now in the service are a source of deep satisfaction and a consecrated sort of proof that riflery should be given to every American boy.

SCHOLASTIC INTRAMURAL RIFLE TOURNAMENT

- If your school has a rifle club, fill in coupon. Awards, drawchart and tournament instructions will be mailed before date of tournament.
- If you do not have a qualified instructor on your faculty, fill in name of man who would like to become qualified. He will be sent necessary materials.
- There may be a qualified instructor in your community who is not a member of your faculty. If you would be interested in having such a person supervise your tournament, indicate this in the coupon.
- The free materials will be sent as soon as we are notified that a qualified instructor is available to supervise instruction and tournament.

SCHOLASTIC COACH, 220 E. 42 St., New York 17, N. Y.

Please enroll my school and send the awards, drawchart and tournament instructions. We will have a boys' tournament _____; girls' tournament _____ starting date _____

My name _____ Faculty position _____

I am a qualified N.R.A. instructor _____ (check). I wish to become a qualified instructor. Please send me the training course outline and study manual _____ (check). I would appreciate help from the National Rifle Association in finding a properly qualified instructor in my community _____

Send information on how rifles may be obtained _____

Name of School _____ City _____ State _____

Enrollment of School: Boys _____ Girls _____

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rifle is
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"We need more youths who are familiar with rifles," writes **NORMAN A. CROW**, of Central High School, Paterson, N. J.

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May 12, 1944

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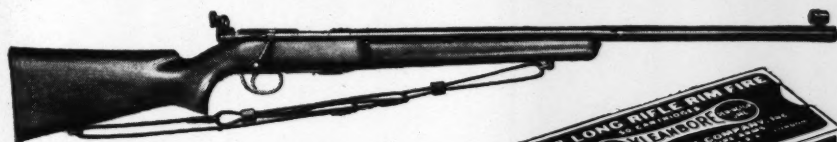
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SC-11-44

PSYCHOLOGY IN FOOTBALL COACHING

By George Canrinus

Before receiving a commission in the Navy a year ago, George Canrinus coached football at Abraham Lincoln High School in San Francisco.

WHEN football men discuss the psychological implications of coaching, they tend either to scoff or to make extravagant claims. The truth lies somewhere in the middle. While psychology isn't the sum total of winning football, it has a definite place in the scheme of coaching.

Unknowingly perhaps, most of the scoffers themselves practice it in some form. For psychology isn't just a pep talk between the halves. It has many components.

In the following check list, you'll find many valuable hints that will aid you in your coaching. Some of the things you undoubtedly have been practicing. Others you may have been neglecting. All are a necessary part of coaching.

1. Don't make any unreasonable demands; remember you are working with *boys*.

2. Cheerfulness and pep are contagious; you are the carrier, see that it spreads.

3. Team spirit must be built to a peak; individual accomplishments are secondary—the team is the thing!

4. Make allowances for individual differences; each player reacts differently to situations. Condemnation may stir one individual to unexpected heights, while in another it may cause hatred, scorn, nervousness or resignation. Each player requires a particular type of treatment.

5. Never forget you are an ideal and an inspiration to your boys; don't disillusion them.

6. Be neat and clean and try to instill these characteristics in the boys. Clean uniforms look well, give a psychological lift and are a precaution against infection.

7. Always dress for practice in your football outfit; put on your "working clothes" and go to work. If you appear on the field for an easy afternoon, the players will react accordingly.

8. There can be but one boss and you are it. A certain degree of regimentation is necessary if you are to maintain discipline.

9. Know the parents and the home life of the boys; this is often the answer to many problems.

10. Encourage clean living; point out the advantages by concrete ex-

amples encountered in training.

11. Coach your boys to win (not at any cost); in the game of life winners reach the top. Football offers a wonderful opportunity to show the benefits of hard work, determination, application, perseverance and sacrifice.

12. Teach your boys to win with modesty and to accept defeat as true sportsmen.

13. "Perfect practice makes perfect"; insist on perfection on the practice field and it will carry over into games. Faulty form, if uncorrected, becomes habitual. Signal drill conducted in a slipshod manner changes timing of plays and defeats its purpose.

14. A great team never has an off day; staleness is usually psychological, not physical. When you notice a general lack of enthusiasm

... psychology isn't the sum total of winning football, but it has its place in the scheme of coaching. Here is a checklist of the essential factors.

for practice, give the boys a day off and tell them to forget all about football for the time. Next day you will probably find them frisky as colts.

15. Don't allow exhibitions of temperament (headgear throwing, etc.). Teach your boys to control their emotions and not to do anything that marks them as poor sports or "cry babies."

16. Your squad is entrusted to you; see that the boys have all the protection proper equipment affords.

17. Make use of your voice; it is one of your most valuable assets—it should be clear, sharp and commanding!

18. Good work should be complimented and rewarded; poor work should be corrected, not reprimanded.

19. Remember "a man will do what he wills to do"; it is your job to stimulate the desire for accomplishment.

20. When explaining a play or fundamental, always tell why or under what circumstances it is used.

21. Know perfectly all assign-

ments on plays, without referring to a notebook or chart. You cannot expect this of the boys and not of yourself.

22. Avoid being late for practice; regularity on your part sets the example for the squad.

23. During a strenuous workout, a little "horse play" tends to relieve tension and make the players forget fatigue.

24. A team is as strong as its weakest substitute; build up your reserve strength and let these boys know they are an important cog in the machine. Go out of your way to spend additional time with them. They are out for football because they want to play; schedule games for them with other reserve teams.

25. Variety relieves monotony; make practice a pleasure and not a drudgery. When football becomes just hard work, it is no longer fun.

26. The element of surprise is always effective, in coaching as well as playing. Be different and do the unexpected occasionally.

27. Never scrimmage with the boys; if you show them up you are a "showoff" and if they show you up you are a "bum." Besides, there is the danger of injury to yourself or the boys.

28. The prime essential of school is education, not athletics. Are you contributing something the boys can use in later life?

29. Immediately after a game hurry to the dressing room to be with your boys. Check for injuries and make the rounds with a word of praise and a slap on the back; don't overlook anyone.

30. A real fighter is never disgraced, even in defeat. Expect no more than a boy's best.

31. During the excitement of a game, relax and remain calm. Don't allow your emotions to interfere with clear thinking.

32. Talk with players that have been substituted for; they have valuable first-hand information. If a boy has been removed from the game because of a poor performance, do not ridicule him or give him the "cold shoulder." Given a little pep talk, he might return to the game and star.

33. Always remember that football is the boys' game and allow them to run it. Allow room for and encourage their own thinking on squad problems. Ask for squad decisions on discipline and other problems.


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SC-3



Coaches' Corner

Drawn by Kate Tracy

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 E. 42 St., New York 17, N. Y.

Saint Thomas, the heavyweight boxer who is a disciple of Father Divine, isn't particular about sparring partners or gym accommodations when in training. But he must have music. "I've got to have a violinist play for me every night," he says. When he hears sweet violin music, he hears angels sing; and when he hears angels sing, he just can't lose. In his most recent battle, he heard the birdies sing—in the third round—and that wasn't good.

Lehigh University wants the whole world to know that its grid team has its share of callow freshmen, but it has no babies. A local laundry recently delivered a truck load of diapers instead of towels, as ordered.

Out Hatboro, Pa., High School way, tackle Fred Brooker prefers opponents his own size. But he has trouble finding them. He's 6 feet 4 inches and weighs 310 pounds. "It's easier to hit a big man," he explains. "The little fellows dodge better."

At Pearl Harbor last month, the Seabees found they couldn't get tickets to the baseball world series between all-star Army and Navy teams. So they brought in a bull-dozer and built their own grandstand. They mounted a guard for the night and next afternoon they had the best seats in the park.

Side by side they fought the Japs at Guadacanal and side by side they're now battling the football foes of Muhlenberg College. We're talking about Joe Bodner and Johnny Barnes, Ma-

rine buddies at Guadacanal who, since being assigned to Muhlenberg for pre-officer training, have won the tackle berths on the football team.

Our choice for the most thrilling football game of the season was the U.C.L.A.—U.S.C. 13-13 tie. With about one second to go and the score 13-6 in its favor, U.S.C. kicked to the Bruins' 24-yard line. As the ball soared into the air, the gun sounded ending the game. But the ball was still in play. Johnny Roesch caught it and ran through the entire U.S.C. team for a touchdown!

Bob Waterfield then dropped back for the try that spelled tie or defeat. Thousands rushed from their seats and crowded the sidelines. Waterfield booted. The ball hit the crossbar, bounced, then hit one of the poles. Players and officials were lost as the crowd charged onto the field.

It was a full minute before the referee could signal that the try was—good!

Paul "Dizzy" Trout, the hard-working Tiger pitcher, is a terrifying figure at bat. He swings at every pitch with Ruthian fury. Often the force of his swing throws him off balance and he falls thunderously to the ground. As one of our dry-witted sportswriters observed: "It is like watching Carnera fight."

The late Tom Thorp, perhaps the greatest of all grid officials, frequently made his own rules. But he surpassed himself on one classical occasion. Tom was an intensely religious person who could not stand blasphemy or foul language in any shape or form.

During the game in question, one player kept growing more and more profane as the action grew hotter. Tom pleaded with him to be careful of his language. But the pleas fell on

deaf ears. Finally he could stand it no longer.

"You're out of the game," he ordered.

"What rule did I violate?" heatedly asked the player.

Coaches and players gathered around the adamant official. "What rule did he violate?" they asked with growing insistency.

Tom stared at them coldly before speaking. "The Golden Rule," he said.

One day in Washington, the Browns were trailing 2-1 when, with two out, the opposing pitcher suddenly lost control. He walked two men on four pitched balls and a third on five pitches to fill the bases and bring up Chet Laabs. Laabs watched a strike sail by. He looked at another and still a third, without taking a single cut.

"Can you beat that?" he growled when he returned to the dugout. "The big bum walks everybody in the ball park until I come to bat and then he lays it right over the heart of the plate!"

Literary Boner Dept.: In the Oct. 31 *Look*, under a shot of Hank Luisetti, the caption reads: "Hank Luisetti sharpens up his one-hand dribble in practice at Stanford." What other kind of dribble is there? To sports-editor Frank Graham, we recommend as a good working philosophy: Stop, Look, Listen, then Run.

The Oct. 28 Colliers also contains a mild sort of skull. In a story on Pete Cawthorn, coach of the pro Brooklyn Tigers, Ken Foree claims that superstitious Pete has worn the same clothes on game days for 26 years. The author admits Pete looks like a derelict on the bench, but that he wouldn't change his clothes for a locker room full of nylon stockings. So you look at the illustrations showing Pete on the sidelines—and you see him wearing a hat and coat of obviously fresh vintage, and a sharply creased pair of pants that couldn't be over five years old.

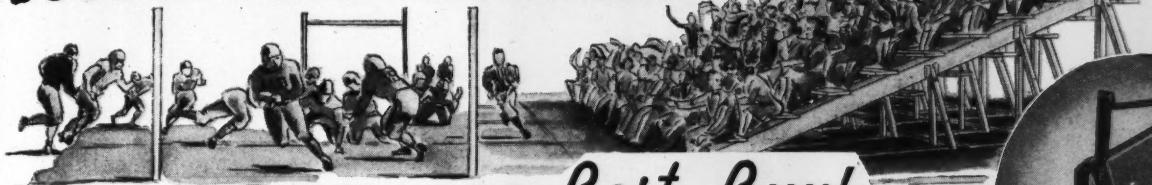
Can a football coach keep his team from running up box-car scores? Ed McKeever's candor on the subject is refreshing. We heard the Notre Dame coach tell a gathering of writers and coaches that "Any coach who says he can't keep his team from running up a score is not telling the truth."—and, then, in the next breath, frankly admit he doesn't believe in pulling any punches—at least in traveling games.

"The boys fight their hearts out to make the trip and it isn't fair to ask them to 'go easy' when you put 'em

(Concluded on page 39)

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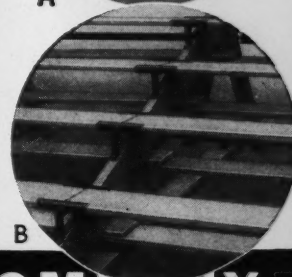
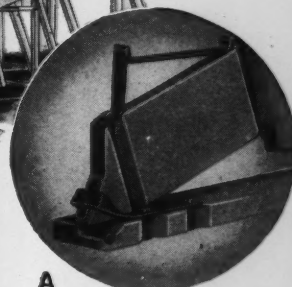


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NATIONAL FEDERATION NEWS

PERHAPS the toughest problem of the baseball administrator has been the practice of star athletes to violate eligibility rules through participation on outside teams and through contracts with professional clubs.

This has always caused difficulty, since the schools have no program during the summer when baseball is in season and because professional baseball agents and collaborating high school coaches have considered the schoolboy player fair game.

In an attempt to eliminate some of these difficulties, representatives of the National Federation and organized baseball have held several joint conferences. They have agreed on the following:

1. It is desirable to eliminate any solicitation activity which would render a high school player ineligible before his period of possible eligibility has expired.
2. Attempts to eliminate such activity are the joint responsibility of organized baseball and the high school athletic groups.
3. Each of the two groups should specify proper penalties for infraction of any regulations which might be jointly adopted.
4. There should be cordial cooperation between the two groups in supplying high school athletic departments with desirable rules and other publication materials in a form adapted to high school use.
5. There should be cooperative efforts in providing talent teams for clinics for high school coaches and instructors, and in providing motion picture instructional materials for high school use.

Proposed draft

Negotiations have now reached the stage where there may be actual adoption of regulations and policies along these lines. Leaders of each state association are urged to consider a by-law which would enable them to profit thereby. Such by-law should be consistent with the other rules of the state association but might incorporate the ideas outlined in the following proposed draft:

No Major or Minor League Club, or official or employee thereof, may have any dealings whatsoever with any player who is or has been eligible under his state high school association rules to participate in interscholastic athletics, until after such player has ceased to be eligible for all sports participation in high school because of age or number of semesters attendance or number of seasons of high school participation or graduation or for some similar reason certified to by the state high school executive officer.

No high school or official or employee thereof, which is a member of a State High School Association which enters into this agreement, may encourage or collaborate in such dealings.

"Any dealings" include any correspondence or talk or other activities directly or indirectly with any such player, or his parents or officials of the high school, or anybody else in respect to either present or future connection of the player with the club, if conducted prior to the date he ceases to be eligible for further participation in high school athletics for the listed reasons.

Baseball Club Responsibility: Any contract resulting from any such dealings will be declared null and void, and the club concerned will be permanently prohibited from employing such player. Any club which fails to establish that it did not know, and by exercising reasonable care and diligence could not have known, that the player was connected with high school baseball and was still eligible therefor, will also be fined \$500. Any club official or employee conducting any such dealings with or concerning such players and who does not establish that he did not know, and by exercising reasonable care and diligence could not have known, of such player's high school baseball service and eligibility, will be made ineligible for one year.

School Responsibility: Any school whose employee or official encourages or collaborates in such dealings will be suspended from its state high school association and made ineligible to compete with other high schools or will be penalized in a similar manner in accordance with the state high school association policy relative to penalties.

If this proposed regulation is adopted, assistance from organized baseball groups can be expected only in those states which will assume their share of the obligation by adopting a by-law along the lines indicated. A few states already have such a by-law.

California: At a recent meeting of the state Federation, the question was raised as to whether the signing of a professional baseball contract immediately renders a high school athlete ineligible. It was ruled that such signing does constitute professionalism and makes the boy ineligible in accordance with the state amateur rule identical to A.A.U. General Rule VIII, Paragraph G, as follows:

"A public try-out by an athlete for a professional team or solicitation or employment for gain of his athletic services automatically disqualifies such athlete from further amateur competition."

A new amendment to the eligibility rules requires that a pupil must be making a passing grade in four regular subjects of new work if he is to participate in any game or meet with an interscholastic opponent.

It was voted to prohibit any track contestant from participating in more than one of the distance runs (440, 880, mile) in any track meet.

Oklahoma: The Oklahoma State Association will sponsor a series of football games to determine state championships in Classes A, B and C. The state is divided into districts, the winners of which will be determined by percentage of games won and lost during the season. District winners will meet the last week of November and all championship games will be played the week ending December 16.

Broadcasting rights have been sold to a sponsor for \$275 for quarter-final games, \$400 for semi-finals and \$600 for the final.

To bolster the state rule which requires a degree of training for athletic officials, a new state association law prescribes a fine of \$2 for use of any official who is not registered with the state association.

Wisconsin: A proposed regulation on the broadcasting of tournament games would include the following provisions: (1) Unsponsored broadcasting will be permitted without charge. (2) For sponsored programs, 20% of the fee will be charged by the state association. (3) The sponsor will not be permitted to hand-pick certain games. However, the first round may be omitted or the final game may be chosen by paying 50% of the fee to the state association.

The board of control is considering the adoption of a program of summer sports under the sponsorship of the state association. Such program would include a summer baseball series leading up to an August tournament.

Minnesota: The state office provides a copy of the Handbook and Bulletin for each clerk of the board of education to make sure they are fully informed on association activities.

Washington: A two-color poster on eligibility rules, similar to that used in several other states, is supplied to each member school for bulletin board use.

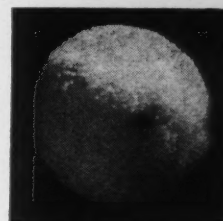
Each member school is provided with one copy of each of the Federation rules books, and provision is made for each school to purchase from the state office a supply for staff or player use.

Cost of holding the state final basketball tournament, exclusive of team expenses, is approximately \$800. Over the nation, the cost for this activity differs widely, ranging from \$250 to \$4,000.

Activity Calendars: The Iowa Association appears to have started something with its attractive school activity calendar. Kansas, Nebraska and Connecticut now have similar calendars. They carry reminders of activity dates, provide space for memoranda, and draw attention to desirable sports policies.

Score Sheets: J. A. Thompson of Idaho Falls, a member of the National (Concluded on page 43)

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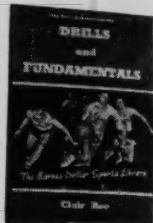


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CORRECTIVE PHYSICAL EDUCATION (Third Edition). By Josephine L. Rathbone. Pp. 275. Illustrated—photographs and drawings. Philadelphia: W. B. Saunders Co. \$3.

IN THIS third edition, Dr. Rathbone has reworked several of the anatomical drawings; added a section on conditioning to the physiology of the neuromuscular system; reorganized and amplified the chapters on faulty development, fatigue and conscious relaxation, orthopedic lesions, and an exercise program for reconstructive or corrective physical education; and completely revised the chapter on physical recreation for the handicapped.

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into the game. Then, again, the spectators pay good money to see the game and they should get their full money's worth. Would you care to see a team lay back against a futile opponent, making it a dull party all the way around, or would you prefer the strong team to show you some interesting football?"

When we heard that the hero of Warren Beck's new novel, *Final Score*, is an ex-All-American footballer turned demagogue, we rushed out to buy a copy. If Beck was insinuating a relationship between fascism and football, we wanted to know about it so we could boot him for a few goals. However, Beck proved entirely innocent. His hero, Bill Hutten, is a dull, stupid geezer who becomes a successful business man through no fault of his own; then by some devious process, comes to the conclusion that his town needs a strong leader.

Leading a stupid mob on city hall, Bill boffs a cop and is clubbed on the skull for his pains. Carted off to jail, he hangs himself—why, the book never clearly tells you. In fact, we wonder why Beck wasted so much good writing on an oaf like Hutten.

The boy broke into the coach's bedroom in the varsity house. "Coach," he screamed, "the house is on fire!" The coach grabbed his bathrobe and dashed up the stairs to the team quar-

Coaches' Corner

(Continued from page 34)

ters. Hopeless confusion met his gaze. Thirty boys were trying to jam their way down the single fire escape. A sheet of flame lapped at their heels. It was then the coach proved he was a real football coach and leader of men. He lifted his voice and bel-lowed, "First team down the fire escape—everybody else jump!"

The late Knute Rockne was a huge favorite of the brothers at Notre Dame and he loved to regale them with faintly sacrilegious yarns that were too obviously good-humored to offend. Rock's pet story, recalls Lefty Olson, the Sioux Falls, S. D., coach, was the one about the repentant guard.

The night before the Army game, the boy kept tossing in bed, be-devilled by certain sins he hadn't mentioned at confession. When sleep wouldn't come, he jumped out of bed, donned his clothes and went hunting for a priest. After a long search, he located his man in a little church on the outskirts of town.

"Father," the boy asked feverishly, "do you know anything about football?"

"No, son, but I'm sure I can help you anyway."

"Well, Father, I want to make a confession. I committed four terrible sins in last week's game. In the first quarter, I butted a fellow with my head."

The priest looked sad, shook his head and rolled up a little wad of paper. "That's pretty bad, son, I'm putting this paper down as evidence of a sin."

The boy's face fell, but he continued, "In the second quarter, I kicked a fellow when he wasn't looking."

The priest looked sadder and put down another wad of paper. In a smaller voice the boy continued, "And in the third quarter I punched a fellow on the nose."

The priest silently laid down a third wad of paper.

Near the breaking point, the player confessed his final sin. "And, Father, I committed the worst sin of all in the last period. After the play was over, I jumped on the ball-carrier feet first."

The priest put down a fourth wad. At this the boy broke down and started to cry. Idly the priest asked, "By the way, whom were you playing?"

The boy sobbed, "Southern Methodist, Father."

With one motion the priest swept the four wads off the table. "Don't worry about it, son," he exclaimed heartily. "Boys will be boys."

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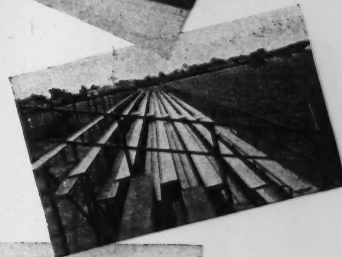
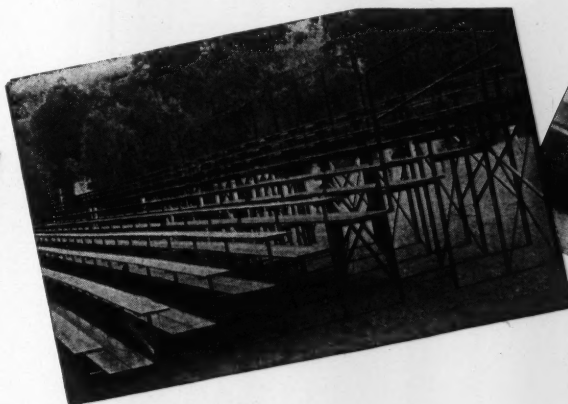
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DOUBLING UP THE GYM PERIOD

By Hazel M. Watrous

Hazel M. Watrous, former physical education instructor at Stonington, Conn., High School, is now teaching at the University of New Hampshire.

ABOUT a year ago (June, 1943), the writer, in collaboration with Mr. Lawrence S. Gates, outlined the new double period gym plan which Stonington High was setting up to insure a fuller all-around physical fitness program.

The idea must have hit a vulnerable spot in the secondary school physical education set-up. For, since its publication, the author has been swamped with requests for further information. Before fulfilling these requests, it may be well to review briefly the situation which provoked the plan.

Stonington is a four-year school with an enrollment of approximately 500 students. Its gym is average size and, except for mats, boasts no heavy apparatus. Its field is about three-fourths the length of a hockey field, with additional space for a short archery range and an obstacle course.

Immediately back of the school is a medium-sized parking area which can be used for some activities. The auditorium is fairly large with floor space immediately in front of the stage, up the aisles and on the stage itself.

Old setup

Prior to September 1943, the students had two 40-minute gym periods per week one semester and three periods weekly the other. As with any period of that length, where students must shower and dress, little time was left for active participation.

The classes themselves offered a teaching problem in that they were made up indiscriminately of freshmen, sophomore, juniors and seniors. With the program in force, the student received no health education or co-recreational activity whatever.

Under the new plan, the classes were scheduled in double periods, giving each group 80 minutes of uninterrupted activity. On the non-scheduled gym days, the students reported to the auditorium for health instruction, instruction and demonstration, or actual participation.

In brief, the new scheduling resulted in the following: boys in the

gym three times a week, in the auditorium twice; girls in the gym twice, in the auditorium three times. At the half year, the scheduling was reversed.

This reorganization solved the problem of time, health instruction and co-recreational activity. But it gave rise to another problem. Despite all the shifting around, only four classes could be scheduled in double periods. The two remaining classes had to be content with single periods.

Two types of classes were organized: one consisting of freshmen, sophomores and juniors; and the other of seniors and select juniors. The former were given the double periods; the latter the singles.

Classes increased

It should be mentioned that the classes were increased, but not to the extent of causing any difficulty. The gym program itself offered no obstacles. But the auditorium was a different matter. It occasionally was needed for other school activities. Hence, it was decided that in the spring and fall, the auditorium classes would use the outdoor facilities as much as possible. The gym classes would stay inside unless their activities demanded outdoor areas, in which case the fields would be divided.

During the winter, the problem became more acute. Nevertheless, at least one day a week continued to be devoted to health classes. When the health program called for written work, the classes were notified in the morning to report to an empty classroom.

Actual participation in the auditorium presented further difficulties. To begin with, there wasn't enough room for highly organized games. Extra precautions had to be taken to insure a minimum amount of scratching and musing of the walls and furniture. Additional safety precautions were also required on stage and when running near the chairs and up the aisles.

The situation lent itself to an extensive program of dancing, including square, social, rhythms and some modern (for girls). Both boys and girls classes were conducted simultaneously. The square and social dancing was carried far enough to include co-recreational classes once a week.

Once the program started rolling, more and more activity ideas became evident. Tumbling on and in front of the stage, boxing for boys on the stage, relays and lead-up games, blackboard discussions on rules and plays, various movies on health and physical education, marching drills and conditioning exercises, and an extensive campaign on posture with posters and actual participation—were all carried on within the confines of the auditorium.

The use of the auditorium added substantially to the integration of the program. Aside from the activities themselves, the auditorium program offered opportunities for leadership and character building, so vital to all physical education programs.

Extra-curricular activities were carried on in much the same manner as before. All intramural games were held after school on a purely interest basis. During the basketball season, the varsity used the gym every afternoon. The girls were allowed one afternoon a week for their games. But since this rarely took more than an hour, the rest of the afternoon was left free for varsity practice.

Attitude of system

One of the most important aspects of reconstructing a program such as physical education is the attitude of the school system as a whole. Do the teachers accept the necessary cut in study halls? How do the students respond to the longer activity periods? Is their interest sustained? Do they likewise resent the fact they have fewer study halls? Is the noise in the halls increased by the passing from auditorium to locker room?

When anything new is tried, regardless of the type of school system, there is bound to be some controversy among the personnel. However, there is no question that in this particular instance, after the weak spots in the plan were discovered and corrected, the entire system accepted the plan and helped make it work.

It is important to mention at this point that the longer periods seemed hopeless at first because of a waning of student interest towards the end of the 80 minutes—the old law of diminishing returns. Eventually, however, as the students readjusted themselves to the new time and as new activities were added, the program recaptured their interest and stimulated it to greater heights than ever.

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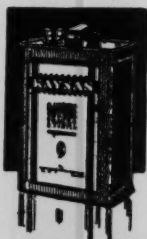
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Standards for Health Practices in Sports

(Continued from page 20)

number of games, matches or meets should be the maximum played in any one season:

Baseball, 12; basketball, 15, including tournaments; football, 7; golf, 20; soccer, 7; softball, 12; swimming, 7; tennis, 15; track and field, 7, plus county and district meets; wrestling, 6, plus one or two tournaments. (The numbers apply only to the first team; similar schedules are recommended where second and third teams are sponsored. (Note: W. W. Bauer says "omit all tournaments.")

11. The maximum number of contests, matches or meets each week should be limited to: One in football, soccer, track and field, and basketball; two in swimming, baseball, golf, softball, and tennis.

12. Participants should be limited to two sports a year, in two separate sport seasons. (Note: One jury member says "disagree.")

13. Any player who has been seriously injured or ill, should not be used in any scrimmage or game without the physician's and the parents' permission, and then only if the coach or other responsible adult believes this to be for the best interests of the individual participant.

14. Any participant who appears tired, injured or confused, or in any way unable to participate with safety, should be immediately removed from a scrimmage or contest.

15. During a contest or scrimmage, a competent adult should assist the coach to recognize signs of fatigue, injury or emotionalism on the part of the individual participant. (Note: One jury member says "desirable, but not essential.")

16. Competent officiating should be provided for all scrimmages and all practice and scheduled contests.

17. Participants in football and track and field should be encouraged to keep active and not lounge on the ground during time-out when the first two teams are scrimmaging or after a race; basketball players should be encouraged not to lie on the floor during time-outs.

FACILITY CONTROLS

1. School building construction and equipment should meet approved standards in size, safety, convenience, and adaptability to use.

2. Contests and practices should be conducted in play areas where floors, ground surfaces, lighting, and safety precautions meet approved standards.

3. Floors in the gymnasium, lock-

er room, dressing room, showers, and toilet rooms should meet approved standards as to surface and finish.

4. Water used for drinking and bathing should come from approved sources and meet approved bacteriological and chlorine standards.

5. Sanitary toilets and urinals, meeting approved standards, and with automatic or foot controls, should be provided in or adjacent to the locker and dressing rooms.

6. Facilities for hand washing, meeting approved standards, with hot and cold water, liquid soap, and paper towels, should be provided in or adjacent to the lockers or dressing rooms.

7. Showerheads of approved design and in ratio to participant load, should be provided.

8. A drying room should be provided and equipped so that jerseys, shirts and other parts of the practice or game equipment can be hung from appropriate hangers and aired by forced draft and hot air, if needed.

9. Lockers of approved design and in ratio to the participant load, should be provided.

The personnel of the jury of fifteen follows:

DOCTORS OF MEDICINE

W. W. Bauer, Director, Bureau of Health Education, American Medical Association, Chicago.

J. Howard Beard, University Health Officer, University of Illinois, Urbana.

H. A. Britton, Department of Hygiene and Preventive Medicine, and Team Physician, Cornell University, Ithaca, N. Y.

C. Ward Crampton, Practicing Physician and Consultant, New York City.

P. V. Karpovich, School of Aviation Medicine, Randolph Field, Tex. (Formerly, Springfield College, Springfield, Mass.)

DOCTORS OF PUBLIC HEALTH

R. L. Allen, Department of Physical Education, University of Michigan, Ann Arbor. (Formerly, Executive Director, American Camping Association, and Assistant Editor, *Journal of Health and Physical Education*.)

E. E. Kleinschmidt, Director of Public Health, Toledo, O. (Formerly, Director, Department of Preventive Medicine, Public Health, and Bacteriology, Loyola University, Chicago.) Now with U. S. Public Health Service.

C. V. Langton, Director, Division of Physical Education, Oregon State College, Corvallis.

L. W. Olds, Lt. Commander, U.S.N.R., District Physical Training Officer, San Diego, Cal. (Formerly, Director of Health and Physical Education, Michigan Normal College, Ypsilanti, Mich., and Chairman, Track and Field Committee of the Amateur Athletic Union.)

G. T. Palmer, Field Director, American Public Health Association, N. Y. (Formerly, Deputy Commissioner of Health, City of New York.)

HEALTH EDUCATORS

J. F. Bovard, Ph.D., Chairman, Department of Physical Education, University of California, Los Angeles.

D. Oberteuffer, Ph.D., Professor of Health and Physical Education, Ohio State University, Columbus.

W. W. Patty, Ph.D., Director, Physical Welfare Training, Indiana University, Bloomington.

F. Stafford, M.S., Assistant Director, State Department of Health, Indianapolis, Ind.

G. T. Stafford, Ed.D., Professor of Physical Education, and Supervisor of Service Courses, School of Physical Education, University of Illinois.

Federation News

(Continued from page 37)

Advisory Basketball Committee, publishes a basketball score book which has much merit. Scoring is done by merely crossing off numbers which are printed after each player's name.

The Iowa Association has devised a similar sheet, which is supplied by the state association to each member school to assure a uniform method of scoring.

The Washington Association supplies each member school with a football score book which was designed by Archie P. Sherar.

Indiana: A recent state bulletin summarizes a study made by Director Mark C. Wakefield of Evansville. An examination was made of the mortality rate among 2,900 men who played in the state final basketball tournaments from 1911 to 1935.

The same bulletin contains much valuable material on the values of a state high school athletic association. This material is designed for each member high school principal in disseminating information to local newspapers and groups of patrons.

Track and Field Rules Book: A new edition of the Track and Field Rules Book (1945) will be ready in November. It will contain all state final meet results for last spring and several new articles concerning track and field developments. The national record table, the honor roll and the record by decades will be brought up to date. A new feature will be a list of the all-time state final meet records in most of the states. These will be shown in table form so that it will be easy to compare the state record in any given event with the national average. The list price of the book is 30¢.

Arthur L. Trester

THE death of Commissioner Arthur L. Trester, of Indiana, is a great loss to high school athletics. Mr. Trester had a tremendous influence on the development of his state high school athletic association, which has served as a model to many states throughout the country.

Men in the National Federation regard it a privilege to have been associated with him and to have cooperated with him in improving high school athletic conditions in every state of the union. His forceful work has insured a solid foundation for continued development of the state groups.

Everybody who ever knew him will miss him as a personality and as an indefatigable worker. His memory will be perpetuated in the work he pioneered and helped direct.



Your boys deserve the best in equipment!

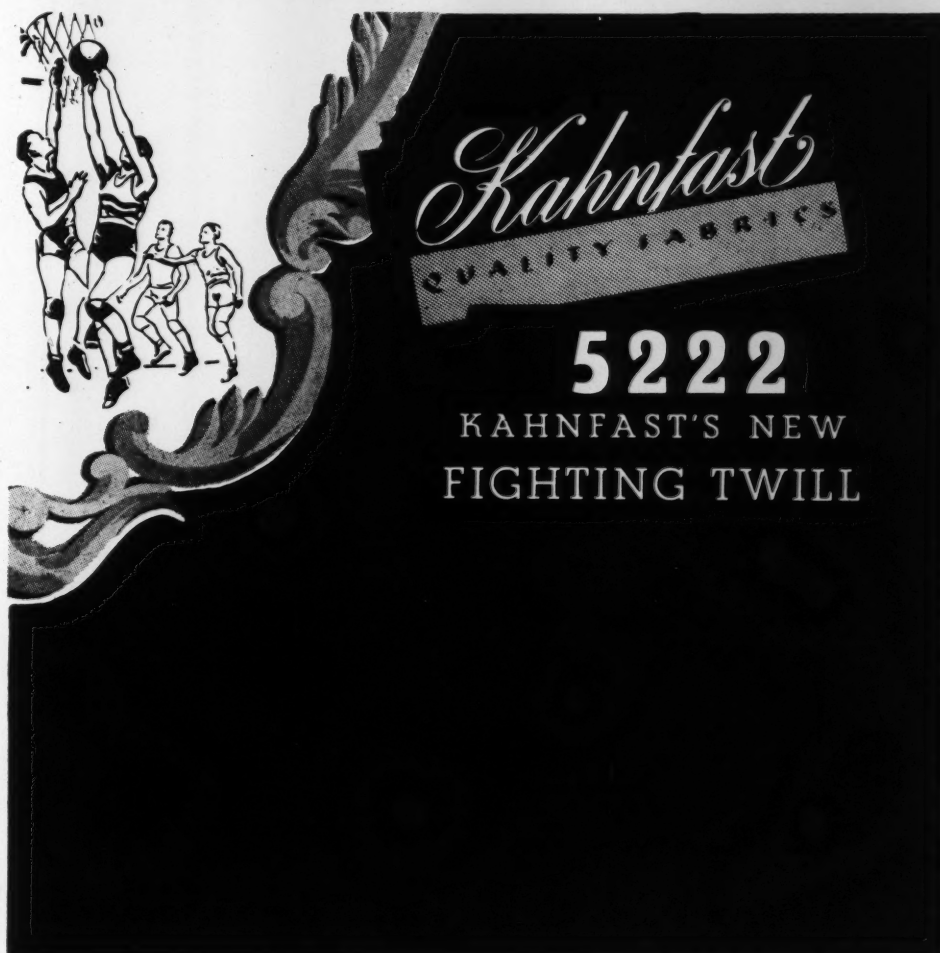
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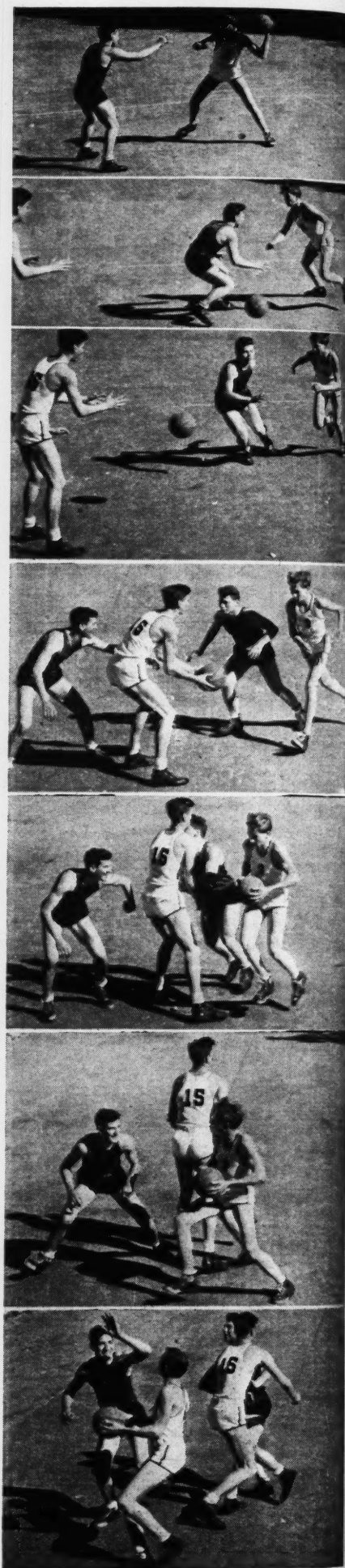
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The diagram illustrates a basketball play on a court. The ball starts at the top center, moves down to the center circle, then to the bottom center, and finally to the right side. Arrows indicate the ball's path, and 'X' marks indicate player positions. A dashed line shows the ball's trajectory.

From the position of his head and body, the guard apparently sensed the stratagem, but was moving too fast to avoid contact. However, the important thing here is the smart switch by the pivot's guard. He holds his position until the ball is actually passed, then moves out quickly to cover the receiver. Meanwhile, his teammate moves to the inside of the screener.

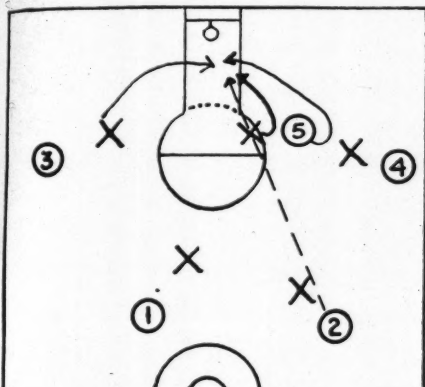


sary, since 5 could outrace him on a long loop pass down the middle.

If and when the offense moves into the front court, we continue to force them to do something with the ball by closing in and trying to trap the man in possession. We loosen on the side opposite the ball and tighten on the side of the ball, as shown in **Diag. 5**.

When 2 has the ball, X2, X4 and X5 play their men tight. X1 slacks off to help keep 2 from getting down the middle, while X3 who also loosens up, can drop over to help X5 if 2 lobs a pass to 5 under the hoop. Note, on the strong (ball) side, how X4 is about even with his man, forcing him to go towards mid court, away from the basket, for a pass.

This defense should be taught in the sequence given, as this is the way it most often develops in com-



DIAG. 5: In the front court, the defense tightens on the side of the ball and loosens up on the other side. They continue to press the offense, forcing them to do something with the ball.

petition. In your practices, it is a wise idea to give the offense the ball out of bounds at various spots around the floor and to start your "force" from there. Put in a lot of work on out-of-bounds plays under both baskets, as you can gain or lose quick goals at these points.

In closing, let me stress the point that a forcing defense is essentially a team offense. If one man loafs or is unable to hold up his end, the defense lags badly. Its strength lies in the constant forcing and harassing of the offense, forcing them into errors and then taking advantage of them.

Boys do better with this defense after a year or so of preparation for it. Before being subjected to varsity competition, they should be taught the fundamental timing, position play and strategy.

Like all good things, this defense takes hard work and long practice by both coach and players. But, when properly taught and executed, it returns big dividends in the won column.

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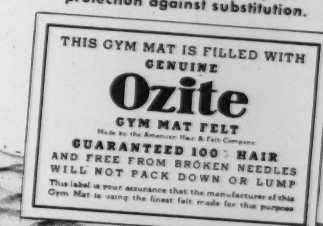


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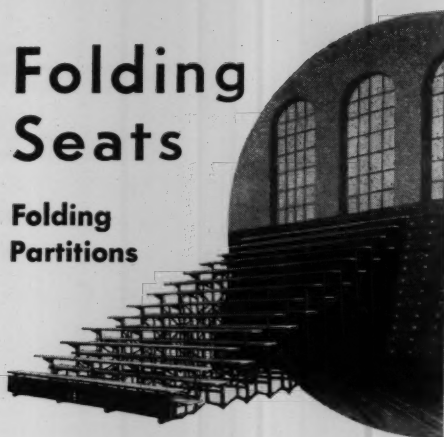
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Beloit College

Basketball Rules Changes

(Continued from page 26)

Under the present rule, the only time a team may throw the ball to its back court from its front court is after a jump ball. In this case, a jumper may tap the ball to the back court during the jump. After the jump ball ends, i.e., after it strikes the floor or is touched by one of the other eight players or touches the basket or backboard, the jumper may not bat, pass or dribble the ball to his back court. Of the other four players of a team, only the first one to touch the ball after the jumper's tap may bat, pass or dribble it to his back court.

Since there is no front or back court in the out-of-bounds area, the throwing of the ball from out of bounds to the back court is not a case of throwing the ball from front court to back court. Hence, there is no restriction on where the ball may be thrown by a player who legally has the ball out of bounds.

If any difficulty develops in connection with this new rule, it may be in the case where a player is attempting to bat the ball away from control of an opponent. If this act is near the division line, it may result in a violation if the ball is batted from front court to back court. In such cases, officials will probably be rather liberal in determining which of the two players last touched the ball before it went over the division line. If touching is simultaneous, the act is not a violation.

Free-Throw Violations: The organization of Rule 9 has been improved. Heretofore, free-throw violations were treated in separate sections of this rule. In the present code, all are grouped in Section 1, except for certain types of interference with the basket or the area above the basket. There are treated in Sections 8, 9 and 10.

The new rule takes care of a number of omissions in the former rule. These did not cause any particular difficulty since the acts were rare and Officials instinctively knew how to handle the situation without the necessity of justifying it by actual rule. The present statement provides full justification for what has been considered proper procedure.

Illustration: Part (2) of the penalty includes the statement "A substitute throw shall be attempted by the same thrower under conditions the same as for the original throw." The former rule did not specify that it must be by the same thrower and that it must be

attempted even though the captain might desire to waive the substitute throw for the right to take the ball out of bounds.

There is one slight change in the penalty. In past years, a double violation resulted in a jump at center. Under the current rule, a double violation results in a jump at the nearer free-throw line.

Interference with Ball Above Basket: The new rule which prohibits a defensive player from touching the ball above the level of the basket ring in certain situations is designed to discourage the practice of "goal tending." In the high school game, there will probably be little use for this rule and it can be ignored. In the few cases where the rule will apply, the Officials will exercise the same type of judgment as they now use in determining whether a player touches the ball in the cylinder above the basket ring.

The new rule provides that throw for field goal may not be touched by the defense while the entire ball is above the level of the basket ring and after the ball has started its downward flight. The restriction does not apply to rebounds or jumps in which the ball is being batted toward the basket in a field goal attempt. It applies only to the usual throw for goal. The touching is not illegal if it is apparent that the ball would not have touched the ring or backboard if there had been no interference.

In all of these and related cases, the violation immediately kills the ball. Even if the ball should then enter the basket regardless of the illegal touching, the throw for goal is not counted. The two awarded points count.

Another problem that arises in this connection is that concerning the rights of the player who throws the ball in from the end line after a violation which causes points to be awarded or cancelled. In these cases, the team which is awarded the ball out of bounds at the end has the right to throw the ball in from anywhere along the end line.

\$64 Questions

1. A jump ball is tapped to the floor in A's front court. Jumper A1 recovers and passes to the back court. Is this legal, a technical foul or a violation?

2. A1 tries for goal. B1 illegally touches ball but it goes in basket. Does goal count? If it should count, which

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team would be credited with the score? Which player?

3. May A1 legally request time out whenever the ball is not in control of B?

4. A1 turns an ankle and falls to the floor while B is in possession. Should Official kill ball?

5. Ball comes to rest on flange between ring and backboard. Should Official kill ball?

6. In 2nd quarter, A6 enters game and his name is not on the pre-game Scorer's list. In the 3rd quarter, A7 enters under similar conditions. Are free throws awarded?

7. When do the following end (a) A jump ball? (b) A free throw? (c) A field goal?


8. When may Captain revoke his decision to waive a free throw?


9. Where and how are these declined penalties covered? (a) Restraining circle violation and jumper taps ball in? (b) Double restraining circle violation and ball is tapped in? (c) B leaves jumping circle and ball is tapped in? (d) Wrong player throws free throw? (e) Free throw violation and ball goes in? (f) Out-of-bounds violation and ball goes in? (g) Foul and violation on jump and ball tapped in?

10. Name infraction which carries a triple penalty.

ANSWERS

1. Violation.
2. No (but score is awarded). A on field goal, B on free throw. B1.
3. No.
4. No, unless delay adds danger.
5. Not immediately.
6. Yes for 1st. No for 2nd.
7. No rule coverage but the rulings for specific situations become merely a feat of memory unless these ending limits are fixed. To be consistent with various rulings, the limits must be: (a) When the ball touches the floor or a player other than the jumpers. (b) When ball enters the basket or is touched by a player or when it is evident it will not enter the basket before such touching. (c) Same as b.
8. No rule coverage although in football and other sports, there is. The arbitrary ruling (with no actual rule authority) is in play situation 210.
9. These provisions entered the code at widely separated time intervals and although they cover the same type of situation, the coverage is in almost every conceivable form. (a) Covered by Q. and A.2 after 6-3. (b) No coverage. (c) By note after 10-1. (d) By rule 8-2. (e) By penalty after 9-1. (f) By play situation under 7-1. (g) By rule 2-8.
10. A1 takes time out when A is not in control (free throw—charged time out—not allowed the 1 minute).

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(Inside Front Cover)

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MARBA SYSTEM (44)

- ☐ Information on Athletic Equipment Reconditioning

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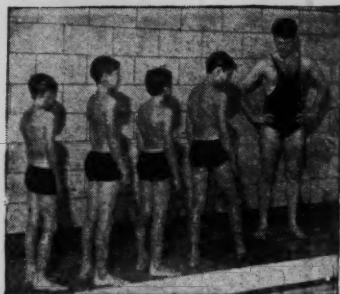
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McARTHUR & SONS (45)

- ☐ Post-War School Towel Plan

(Numbers in parentheses denote page on which advertisement may be found)

SEE PAGE 48 FOR OTHER LISTINGS AND FORM FOR SIGNATURE



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Basketball Practices

(Continued from page 24)

Development

1. Break squad up into teams.
2. Run a round-robin tournament of all teams, with eight-minute quarters.
3. Make individual corrections and point out common errors.
4. Make the final selection of Varsity and J.V.

PRACTICE SESSION 9

Objectives

1. To review fundamentals.
2. To teach the 2-1-2 zone defense.
3. To practice the fast break.

Development

1. Set shots and fouls.
2. Layup Drill 6.
3. Fast-Break Drill 3.
4. Footwork drills.
5. Teach primary positions on zone defense.
 - a. Practice positions with respect to position of ball.
 - b. Analyze the zones and their respective responsibilities.
6. Scrimmage, using the zone defense and only three offensive players.
7. Twelve laps on track.

PRACTICE SESSION 10

Objectives

1. To review fundamentals.
2. To practice the zone defense.
3. To practice the fast break.

Development

1. Set shots and fouls.
2. Layup Drill 6.
3. Fast-Break Drill 3.
4. Bucket Play.
5. Screen Play.
6. Practice zone defense, stopping play at each shift of ball. Analyze and set defensive responsibilities.
7. Set up situations where defense recovers ball. Send front men on zone down court for a fast break. Practice these situations.
8. Practice defensive setup for two-on-one and three-on-two situations.
9. Scrimmage, using both types of defenses.
10. Sixteen laps on track (1 mile).

SCHOLASTIC COACH MASTER COUPON

(See page 47 for other listings)

(Numbers in parentheses denote page on which advertisement may be found)

MCGRAW HILL (38)

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MacGREGOR-

GOLDSMITH (15)

☐ Sports Catalog

FRED MEDART (4)

☐ Book, "Physical Training, Practical Suggestions for the Instructor"

☐ Booklet, "Physical Fitness Apparatus"

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NATIONAL SPORTS (43)

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OREGON WORSTED (37)

☐ Information on Flying Fleece Recreational Balls

PENNA. SALT (21)

☐ Free sample, "Tilite"

PETERSEN & CO. (37)

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J. E. PORTER CORP. (26)

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☐ "How to Play Winning Basketball," by Adolph Rupp.

How Many

RAWLINGS (3)

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REMINGTON ARMS (31)

☐ Instructor's Manual on Operation of Rifle Club

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☐ Information on Non-Shatterable Glasses and Goggles

SEAMLESS RUBBER (7)

☐ Information on SR Athletic Tape, Kanteek Bladders, Handballs

SPALDING & BROS. (1)

☐ Catalog
☐ Sports Show Book

UNIVERSAL BLEACHERS (35)

☐ Information

U. S. RUBBER (27)

☐ "The T Formation" by Frank Leahy
How Many

VOIT RUBBER (29)

☐ Catalog on Rubber Covered Athletic Balls and Equipment
☐ Illustrated Price List

WAYNE IRON WORKS (39)

☐ Information on Grandstands

WILSON (8)

☐ Catalog

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POSITION _____

(Principal, coach, athletic director, physical director)

SCHOOL _____

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November, 1944

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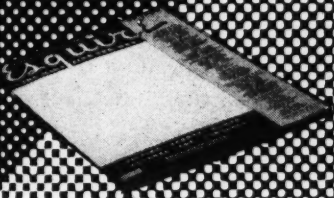
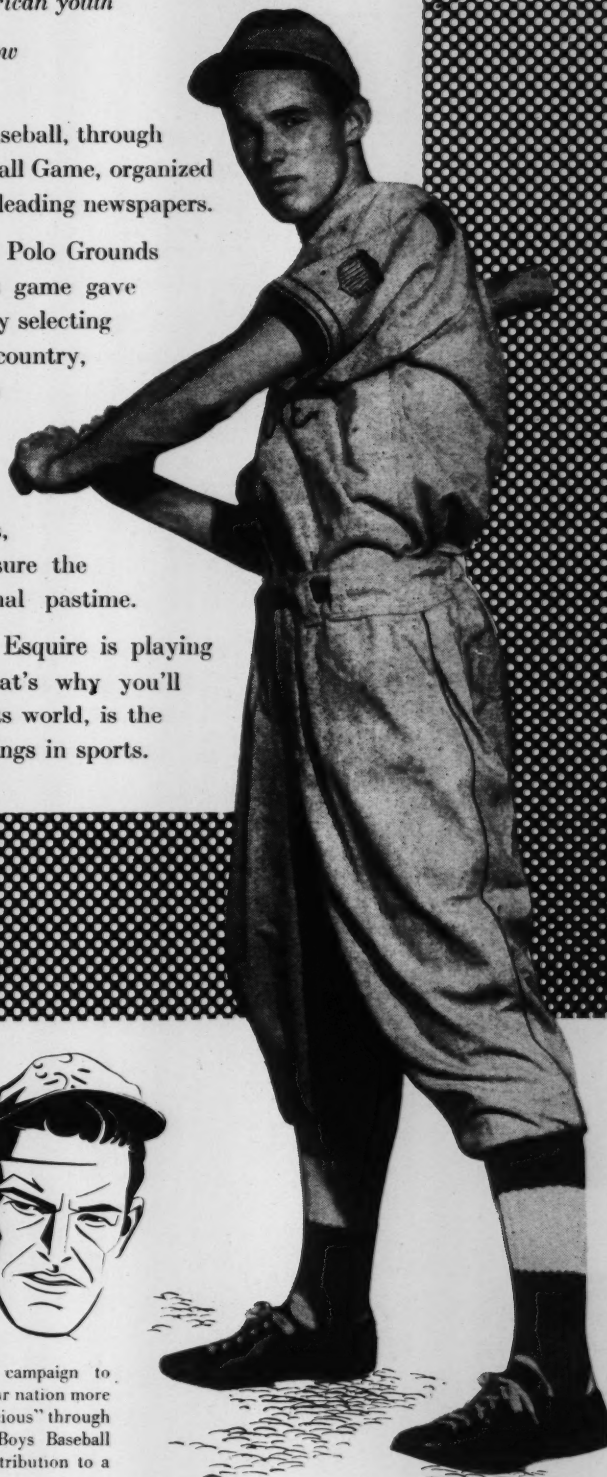
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